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ABSTRACT

The paper gives interested persons examples of how small and rural schools are providing essential guidance services. A synthesis of the literature dealing with current guidance programs and practices in these schools is presented. Suggestions are made for training guidance specialists and for providing viable innovations in counseling and guidance services. A case study and model of a rural guidance program that grew significantly as a result of some strategies on the part of the counselor is discussed. The case study represents a culmination of what the literature search yielded on guidance programs and practices in small and rural schools. (PS)

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GUIDANCE PROGRAMS AND PRACTICES

IN

RURAL AND SMALL SCHOOLS

BY

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I. CHARACTERISTICS OF SMALL AND RURAL SCHOOL YOUTH

Over the last fifteen years, particularly since the National Defense Education Act (NDEA) became a reality, the rationale for guidance programs or pupil personnel services has been based on the need to assist individuals in the school population in the process of making decisions, of adjusting to the learning environment, and of self-actualization. Many publications exist on various approaches and techniques used by counselors and other school personnel in facilitating the decision-making, adjusting, and self-actualizing processes that pupils must of necessity consider. While the literature is replete with such publications, the vast majority of these textbooks and journals seem to focus on guidance services for urban and/or large school youth. An intensive literature search carried out by the authors produced only three textbooks which focused precisely on small school or rural youth: (1) Guidance Services in Smaller Schools by Clifford P. Froehlich, 1950; (2) Stimulating Guidance in Rural Schools by Amber Arthun Warburton, 1964; and (3) Rural Poor Students and Guidance by Thomas J. Sweeney, 1971.

There appeared to be a need for a current document which dealt primarily with guidance programs and practices in small and rural schools. It was decided that this document should focus on (1) current guidance program models used in small and rural schools, (2) a synthesis of the research findings in these schools, and (3) recommendations based on this synthesis which would benefit the guidance functionary or others involved in the guidance of small school and/or rural school youth. An added incentive for undertaking this

work was that most small or rural school counselors typically have little opportunity to exchange ideas with other counselors or professionals and have little or no access to the means for professional growth, particularly in terms of what is happening in the field currently.

The counselor in the small and/or rural school spends most of his time and energy in working with children and adolescents. Therefore, it is appropriate to begin with a description of the characteristics of small and rural school youth and with the implications of these characteristics for the guidance process.

Characteristics of Rural Youth

The plight of rural areas in America has been described by Vanek S. Eaddy (1970) as follows:

> In general, rural areas...are not sharing adequately in national growth. Changes in technology and economic adjustments have resulted in under-employment, unemployment, and relatively low incomes among rural and small town residents. These factors along with other pressures of society act to force rural residents to migrate to urban areas....Many of those who migrate in search of employment discover that they cannot compete because they lack both technical skills and a sufficient educational background demanded by the labor market. It has been said that these people contribute to the ranks of the hard core unemployed and are thus trapped in the city ghettos without hope or opportunity. Joblessness, frustration, poverty, and apathy are the ingredients which contribute to crime and social conflict [p. iv].

Because the school is considered to be a major socializing force, much of the responsibility for preventing such tragedies falls on it. In describing rural small schools and rural youth, Hughes and Spence (1971) stated that "the temptation is to attempt to describe <u>the</u> rural community; <u>the</u> rural

attitude; the rural American. Yet, rural regions differ in economy, in tradition, in ideology, in population makeup, and...in attitudes and orientations.... Rural areas are characterized by great wealth and technological advance on one hand and extreme poverty and resistance to change on the other [p. 2]." Hughes and Spence also noted that

> the rural community, for the most part, is characterized by a declining population and an eroding of local taxable wealth.... Poverty and all of its related problems abound in rural America. In many areas, the standard of living is quite low; jobs are scarce and continue to decline in number and variety.
>
> The rural community, with its generally prevailing monolithic power structure, resists widespread efforts to change existing conditions that might not be in its own best interest. Nearby urban and suburban areas have not been very responsive to rural needs, even though many urban problems can be traced to existing rural problems. There is...evidence, however, that in some areas the traditional power structure is being threatened by understructure groups which have developed a high potential for unity.
>
> Rural people are generally conservative and often do not have the financial resources to solve indigenous problems. Leadership and expertise to solve local problems do not appear to exist in many rural communities. Out-migration of young potential leaders complicates this problem. Outside help or "experts" are likely to be resisted; the "stranger-expert" is suspect. This is also true of school reorganization efforts if imposed from the outside [pp. 24-25].

According to Hernandez and Picou (1969), as a result of "current social trends," only about 10 percent of America's rural youth will be able to find farm employment. As a result, many will be forced to move to urban areas, where adjusting to the urban environment and finding jobs will be their major concerns. However, "within urban areas job opportunities in unskilled and semi-skilled occupations are rapidly declining. This means that, in order to be occupationally successful, rural youth must have the educational or vocational training necessary for placement in the professional, technical, and skilled occupations available in the city [p. 3]."

In Career Choices of Rural Youth in A Changing Society (1962), it was stated that "wide disparity frequently exists between occupational preferences or aspiration levels and available occupational opportunities [Burchinal, Haller, and Taves, p. 24]."

Burchinal et al. further indicated in Career Choices that

> rural youth do not as frequently have the skills, training, value orientation, and personality characteristics necessary for original occupational selection and subsequent movement up the occupational ladder in comparison with urban youth. These differences result from differences in high school training, occupational information levels, educational and occupational aspiration levels, preferences among job and living conditions, and personality characteristics.
>
> With shifts in the occupational structure toward occupations demanding more education, higher skills, and longer training, rural youth face an increasingly competitive labor market [p. 24].

Writing primarily about disadvantaged rural youth, Everett D. Edington (1970) stated that

> available research indicates a wide range of cultural and ethnic groups among disadvantaged rural youth. Children from each distinctive group tend to be limited in the breadth of their cultural experiences, and thus find it difficult to adapt to educational environments which tend to follow mores and values drawn from the dominant culture and broader frames of cultural reference.
>
> Perhaps the two primary conditions vital to any consideration of disadvantaged rural youth are isolation and poverty. The former is of special concern since it is perhaps the one characteristic most peculiar to the noncorporate-farm rural child, and one which may make the effect of other disadvantages more severe. Not only does geographic isolation help to confine the child's cultural experience to his own group, but also this relative isolation may well make it more difficult for the school to capitalize on characteristics which could be turned to the pupil's advantage in a setting where richer and more varied educational resources were available. Poverty, likewise, is a rural condition of primary importance. It is endemic to a large segment of the rural population not directly involved in corporate farming. Although poverty is not incompatible with high level academic achievement, research consistently shows a high degree of association between poverty and low level educational progress [p. 81].

Norman and Flanders (1969) found that "some notable characteristics of culturally and economically deprived Appalachian children [were] as follows:

(1) Despondency about the future. (2) Passivity, cynicism, defeatism, and open hostility, especially toward school authority. (3) A poor self-image. (4) Unclear vocational goals; inadequate motivation for learning about career choices. (5) Inability to adjust as needed for adequate personality development [p. 371]."

Data found in a study conducted by Nelsen and Storey (1969), in which a personal adjustment scale (The Mooney Checklist) was administered to 245 rural, town, and city boys, supported the hypothesis that rural youth were most poorly adjusted, followed by town and city youth. Media and rural-urban interdependence were assumed to have an equalizing effect. "Even with social class controlled, the differences were significant....The rural-urban dichotomy thus becomes both real and important [p. 51]."

Research studies summarized by Burchinal et al. (1962) confirmed the preceding study. "Farm and rural youth expressed more feelings of shyness, self-depreciation, and suspicion or distrust of others. Urban youth rebelled more against authority, were less self-critical, and also were less suspicious of the motives of others [p. 14]."

In line with the above findings about rural youth, Han (1971) accounted for

> rural adolescents' powerlessness, anomia, and deviation-proneness in terms of their perception of two barriers: limited opportunity and limited ability. Perception of limited opportunity was found to be a better predictor of powerlessness and anomia than family status. Those youth with a keen awareness of both barriers felt most powerless....Anomia was most prevalent among those "able" youths with keen awareness of limited opportunities. This tendency was more pronounced among lower-class youth [p. 389].

Kuvlesky (1970), reporting research on status projections of Southern rural youth, concluded that

> rural youth generally have very high job and educational

> aspirations and expectations....Rural youth predominantly prefer and to a large extent expect employment in professional or semi-professional and technical types of jobs....The vast majority of rural youth desire college level education and almost all desire at least formal vocational training or junior college after high school....Currently, evidence from both the South and Northwest indicate that few rural youth either desire or expect to farm [p. 6].

Several studies cited by Kuvlesky (1970) also revealed that rural youth expected and preferred to live in or near urban areas. Kuvlesky thinks that "the place of residence projections of these youth represent a rational alignment with their high job and educational goals and the limited opportunities for vertical mobility available in the hinterland [p. 7]."

Kuvlesky's findings contradict to some extent the findings of previous reports cited. This difference may be a function of the particular population studied, a function of the data of the study, a reflection of unrealistic aspirations fostered by society and the media, or a combination of these possibilities. However, Kuvlesky did find that rural-urban differences do exist mainly in the area of opportunities and that the aspirations of urban youth are generally higher than those of rural youth. Both findings are in line with other findings previously mentioned. Considering the high levels of aspiration he found among these youth, Kuvlesky cautioned that "a program to help rural youth [such as a counseling and vocational guidance program] established on false premises' ('the need to generally raise their aspiration levels') could compound an already serious problem and produce uncalled for psychic pain and social stress [p. 12]."

Because "it appears that lack of fulfillment of adolescent aspirations may be related to adjustment problems as an adult [Kuvlesky, 1972: p. 13]," it is important that rural youth get the personal and vocational guidance they need.

An observation made by Burchinal et al. regarding the differences in rural and urban environments (1962) seems appropriate here. Environmental influences

> tend to develop differences in the personality characteristics and values of the two groups of youth. Rural and urban environments differ in density and heterogeneity of their populations. The urban environment also presents more frequent contacts with many occupations. Apparently, urban youth are exposed to conditions which prepare them to function better than rural youth in the urban-industrial society [p. 15].

In considering the characteristics and needs of students in rural and small schools, it would be profitable to be aware of some advantages enjoyed by rural children in rural schools. Sybouts (1970) stated that strengths in rural schools include "size, flexibility potential, accessibility to interpersonal relations, the advantages of rural living, and information via modern media and transportation [p. 119].

Aubertine (1969) asked students who had attended high schools enrolling 300 or fewer students in Montana, New Mexico, Colorado, Nebraska, and Kansas about advantages and disadvantages of attending these schools. His findings indicated that

> almost all the students praised the cohesive personal relationship possible in the rural schools....
>
> In the smaller school community they were more aware of a sense of personal value and felt more socially fulfilled and accepted....
>
> Their dependence upon one another for success in common enterprises brings a sense of achievement rarely found in the larger school....
>
> In the main, the students participating in the study are convinced that the rural school environment is ideally suited to social interaction, the establishment of self-identity, and the development of character traits of value. They also voiced almost unanimous approval of the close association they enjoyed with faculty members [pp. 592-93].

The disadvantages noted were primarily concerned with the limited course offerings available and the limited number of social contacts possible in the small school setting.

It was hypothesized by Hoyt (1970b) that, in terms of vocational guidance and placement, the following important advantages are enjoyed by rural youth:

1. Rural youth are more likely to have been exposed to and accepted the values of a work oriented society than are non-rural youth. They are more likely to come from homes having a work-oriented culture,...and to see work more as a way of life than...non-rural youth.

2. Rural youth are more likely to have had actual work experience than non-rural youth....To the extent this is true, they are more likely to have learned concepts related to worker dependability, punctuality, initiative, and perserverance than persons who have never worked.

3. Rural youth are more likely to be encouraged to become members of the work force than are non-rural youth. Such youth are growing up in a work-oriented society, and it is very difficult to escape notice...if one is a rural or small town youth [p. 13].

These advantages should be considered and utilized when planning a guidance and counseling program for rural students.

In the same paper, the following "disadvantages of rural youth with respect to problems of vocational guidance and placement were listed by Hoyt:

1. Rural youth are less likely to have manpower programs of vocational training available to them than are non-rural youth....

2. Rural youth are less likely to have comprehensive programs of vocational education available to them in the elementary and secondary school...than are non-rural youth....

3. Rural youth are less likely to have opportunities for vocational try-out experiences through planned work-study programs....To the extent this is true, it is serious in terms of not only the opportunities for vocational exploration, but also in terms of contacts with possible employers.

4. Rural youth are less likely to have opportunities for differential kinds of specific course offerings in academic

areas than are non-rural youth. The presence, for example, of several types of English courses is not uncommon in large city senior high schools, but it certainly is in most rural schools....

5. Rural youth are less likely to have opportunities to see the breadth of existing occupations in practice than are non-rural youth....

6. Rural youth are less likely to have opportunities for public post high school occupational education available to them than are non-rural youth....

7. Rural youth are less likely to have facilities of the United States Training and Employment Service available to them than are non-rural youth...[pp. 13-15].

It is Hoyt's contention that "to the extent rural youth report fewer problems than do urban youth [which has been found by several researchers to be the case], their problems are, in fact, greater [p. 15]." He would probably concur with Han (1971) in saying that their lack of opportunities is, in fact, their problem.

Regarding the vocational choice process, Burchinal et al. (1962) found that "rural youth from lower socioeconomic status families face special problems in occupational decision making. The probabilities of finishing high school, going to college, or entering above-average-paying occupations are considerably less for children from lower status families. Differences are not based on economic factors alone [p. 25]." Attitudes encouraged are different for different socioeconomic groups; high status parents encourage both curricular and extra-curricular school achievement. Their children identify with the objectives of the schools and are likely to succeed there.

Additional disadvantages of rurality are reported in the same paper. The authors cite data which concludes that "among urban workers, farm-reared males are less often successful than urban-reared males. The farm-reared

change jobs more frequently, have lower incomes, and are more often found in unskilled and semiskilled jobs [p. 19]."

Hilverda and Slocum (1970), suggest that, because of technological change, "young people need vocational guidance more now than in earlier times. The need is especially acute among students in small rural schools who generally have less exposure to the modern world of work than those in larger school systems in urban centers [p. 65]."

Hernandez and Picou (1969) have noted that, as children become older and more mature, the realization is made that future vocational alternatives must be considered and decisions made. These decisions are influenced by a number of sources including societal values, family and peer group influences, mass media, and the individual's self-concept.

If rural youth are to overcome the difficulties they face in making decisions, they must take advantage of strong points and minimize handicaps. Burchinal et al. (1962) believe that

> families, schools, and other community groups must assist rural youth to develop social skills and personality characteristics that help them adapt to new situations and maintain social relationships with all kinds of people. This means:
>
> Developing feelings of greater self-confidence and self-sufficiency.
>
> Encouraging positive attitudes towards meeting new people.
>
> Reducing shyness or withdrawal tendencies.
>
> Encouraging a positive attitude toward change.
>
> Developing problem-solving attitudes and skills...
>
> Participating in social activities in any community where they are newcomers [p. 27].

Concerning the aspirations of rural youth, Edington (1970) wrote that the

> educational and occupational aspirations of rural students appear to be negatively affected by their low economic status and possibly further depressed by factors related to geographic isolation....Possibly related to socioeconomic status are other attitudes found among rural children which may further hinder their progress: low self-esteem, feelings of helplessness in the face of seemingly unconquerable environmental handicaps..., and impoverished confidence in the value and importance of education as an answer to their problems [p. 80].

In a similar vein, Kuvlesky (1970) emphasized that "it should not be overlooked that sizeable minorities of disadvantaged rural youth...have relatively low level aspirations. Obviously any program of guidance or vocational training...will have to take these differences into account--the same programs are not likely to work effectively for both the very ambitious and the unambitious [p. 7]."

Hernandez and Picou (1969) stated that "individuals have personal values and preferences that go a long way in determining their future. An individual may value the rural environment so highly that he may decide against leaving.... The choice made rests on the personal values and the desires and preferences of the individual [p. 13]."

The rural counselor with specific knowledge of both rural and urban conditions and a thorough knowledge of the population he serves may facilitate the choice process and thus enable the individual to lead a vocationally and personally satisfying life.

Implications

The need for guidance and counseling programs, regardless of the size of the school or the geographic location, must be based on the needs and characteristics of the individuals served by the school. Shertzer and Stone (1971),

after characterizing the American adolescent, concluded with the following implication, which is applicable to small and rural school guidance program development:

> The implication that is most fundamental is that guidance personnel, to the best of their abilities, must be thoroughly aware of and sensitive to the facts of the specific population and the setting they serve....Without detailed knowledge gained through personal concern and constant examination of the best factual data available, school personnel have no sure foundation upon which to base their actions. Counselors who do engage in this process will be viewed as more valuable by students, school staff, and parents [p. 34].

Guidance programs have been initiated and implemented more frequently by large urban schools than by small and/or rural schools. Providing guidance and pupil personnel programs has been relatively easy in many large schools, but impossible in most small and rural ones. However, the need for these programs is the same regardless of the location or size of school, for every student should have access to an appropriate educational program. Warburton (1964) brought this concept into proper focus with respect to rural youth:

> This current stress upon rural youth receiving the right education for the individual and the preparation for developing his own environment could help to stabilize the rural population and economy and bring substantial benefits to the rural youth, his community and nation. If this is translated into action, executed with imagination and on the scale the gravity of the situation demands, the nation could be the richer in another generation [p. 4].

Froehlich (1950) also pointed out the relationship between the needs of students and the establishment of guidance programs:

> First, the school that seriously tries to provide for these needs must have a knowledge of the present status of its students. It must know their strengths, their achievements, and their limitations. The guidance program provides this information. Second, the student must be helped in his choices so that he selects the kind of educative experiences which will meet his needs. We cannot expect all youth, unaided, to choose a well-balanced educational diet. Like

> most humans, they choose the most interesting, the easiest, or the traditional. A guidance program, by counseling and other procedures, should assist all youth in making wise educational choices. A third responsibility that a guidance program can help a school discharge is that of evaluation. Implicit in this statement is the necessity for the school to determine the extent to which it is helping young folks meet their needs. Through follow-up studies and other techniques the guidance program collects the data upon which a school can judge its effectiveness. The guidance program is an essential service in any school that desires to meet the imperative needs of youth [pp. 2-3].

As suggested above, the guidance program is an essential component in any school that strives to meet the needs of youth. The guidance program, which is process- as well as product-oriented, then becomes a focal point in the development and growth of youth.

Guidance Assets of Small and Rural Schools

In order to meet the special needs of rural students in the area of guidance and counseling, schools will need to develop comprehensive programs. Because of the money and staffing difficulties faced by many smaller districts, program development may present problems. However, Froelich (1950) emphasizes that "small schools cannot pass off their responsibility by glib statements about the lack of money, staff, or other resources. Nor can they escape the task of providing for the needs by claiming smallness as an insurmountable obstacle [p. 3]."

Froelich further suggested that being a small school is not a complete liability, guidance-wise, and listed the following assets as important items for consideration:

1. In small schools faculty members can get to know their students well;

"the first requisite for a successful guidance program is knowledge of the student."

2. Conversely, "students in small schools know their teachers" well, and these contacts can be used effectively by guidance programs. Because students often imitate adults they admire, faculty and staff "have an excellent opportunity to set examples of personal behavior and adjustment."
3. Because of the knowledge staff and students have of each other, the problems of getting acquainted for the purpose of establishing rapport in the counseling relationship are diminished.
4. "A small school usually has close ties with the community" it serves. "The guidance program can benefit by utilizing this community relationship to advance its cause."
5. "Many of the teachers in small schools are young": and youth, generally speaking, indicates flexibility and adaptability. A guidance program in a small school usually calls on teachers "to perform a multiplicity of jobs." "The ability and willingness to adapt readily to new situations and tasks is, therefore, an asset."
6. Because of the increasing interest in child development, psychology, and counseling, young teachers have the additional advantage that they will probably have had some course work in those subjects. Thus, they are more likely to be aware of student problems; and owing to their age, they are not far removed from the students' point of view.
7. "One of the principles of group dynamics definitely favors the small school. A small group can function more efficiently than a large

one....Small schools should organize their guidance programs to capitalize on the [cooperative] group potential of their faculty." All may be involved in planning and evaluating the counseling program.

8. "The student population of a small school is relatively stable." Furthermore, any change in size is usually a reduction. Thus, the tasks of orientation and maintenance of student files is not the problem it is in larger schools [pp. 4-6].

While Froehlich pointed out the guidance assets of small schools, Warburton suggested ten obstacles that impede the development of effective guidance programs in many small and rural schools:

OBSTACLES IMPEDING EFFECTIVE GUIDANCE IN MANY RURAL SCHOOLS

The factors that complicated offering effective guidance services referred to by guidance workers may be summarized as follows:

1. School board members, school administrators and teachers often do not understand the interrelation of a comprehensive guidance program with an effective educational program.

2. School board members and community officials and leaders are unable to command financial support for a comprehensive curriculum which is essential for the guidance services to function in behalf of the best development of the individual. Both the college-bound and the non-college-bound need to be served. The well-equipped industrial arts program is expensive and rarely found in the rural school.

3. Parents sometimes do not understand the importance of an education and their responsibility for encouraging children to attend school regularly. Children are at times kept home to do chores. The background of parents, low economic and social level of the family attended by poverty and remoteness of the home, often but not always, account for this attitude in the home.

4. Parents and pupils do not realize the importance of post-high-school education or training for both those children with and without ability to profit from further academic courses.

5. Home visitation is essential if the school staff is to understand the problems of the individual boy or girl and to help

in their solution. Distances of homes and the counselors' or teachers' lack of time and money often prevent the making of home calls.

6. Students are unable sometimes to participate in social and other extracurricular activities--designed to reduce delinquency by providing wholesome recreation and to help the individual overcome personal and social problems in preparation for a satisfying adulthood. Lack of transportation, duties at home, and rigid parent prejudice against these activities are sometimes the obstacles.

7. Funds are not available to aid students of low income homes to remain in school because they lack clothing, school fees, and the like. Also, needs of the family urge the pupil to seek work "to help out," particularly if he is having difficulties with school work.

8. Community-wide adult education and other activities to stimulate appreciation of the school and guidance program are not organized unless diligent and strong leadership is available.

9. Continuous school leadership with vision to organize, develop, and seek the means to solve the above problems are not often found in rural schools.

10. Turnover of administrators, teachers, and counselors is a serious problem in the rural school. The educational process of boys and girls needs continuity of effort.[1]

Perspective

Granted that many small and/or rural schools may not be able to implement large scale or comprehensive guidance programs, it is, nevertheless, the purpose

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of this document to provide interested persons (that is, counselors, teachers, administrators, parents, and so on) with examples of how small and rural schools are indeed providing essential guidance services. The purpose of Chapter 2 is to bring into focus some ways and means by which small and rural schools can and do provide effective guidance services.

II. GUIDANCE PROGRAMS AND PRACTICES

IN

SMALL AND RURAL SCHOOLS

Hoyt (1970b) states that "the following set of statements may be hypothesized to be true for guidance programs operating in rural as opposed to non-rural areas."

1. Guidance programs in rural areas are less likely to operate under an organized basis, K-12, with guidance specialists at each level in the system than are systems in urban areas. The elementary school counselor movement, partly because of finances and partly because of size of rural elementary schools, has not progressed as far or as fast in rural as in non-rural areas. While to be sure, in some rural areas, one counselor serves the entire system K-12, the special expertise required for optimum guidance programs at the elementary, junior high, and senior high school levels has often been unavailable in the rural areas.

2. The relative number of full-time, fully prepared school counselors is less in rural than in non-rural areas. Again, this is, in part, due to the smallness of many rural high schools whose size prevents them from employing a full-time counselor. In part, of course, it is due to typically higher salaries that prevail in the urban and suburban areas that attract counselors most qualified to those areas rather than the rural setting. I feel obligated to add that, in view of the typical lack of relevance of counselor education programs in preparing counselors to adequately perform vocational aspects of guidance, I cannot view the relative lack of supposedly well prepared counselors as a serious detriment.

3. The relative degree of professional isolationism associated with the job of the school counselor in the rural area has both created and solved problems for the guidance program.... [It has been found that] "isolated" counselors, e.g., those in one counselor schools were not as professionally prepared nor did they participate as actively in professional guidance association activities as did counselors in multiple counselor schools.

4. The relative opportunity for availability of a complete program of pupil personnel services is less in the rural than in the non-rural school setting. As with elementary guidance, concepts of pupil personnel services have been more actively implemented in urban than in rural settings across the country. Where such complete services have been available in rural settings, they have usually been provided under some larger educational unit than a single school system with services spread on an intermittent basis among rural schools in the area.

5 The relative opportunity for counselors to learn about occupations in business and industry has been less for counselors in rural than in urban areas....

6. The relative opportunity for guidance personnel to participate in and conduct meaningful job placement programs is less in the rural than in the non-rural area....

7. The relative opportunity for rural counselors to acquire meaningful information regarding post high school occupational opportunities available to their students is less than that of counselors in non-rural areas....It usually comes down to a matter of ease of opportunity to do so. With the majority of both public and private occupational educational institutions located in or close to urban areas, it is much easier for counselors in those areas to visit such schools and maintain contacts with their personnel than it is for counselors in rural areas. The problem becomes particularly severe...with respect to the growing number of private trade, technical, and business schools operating in the United States. Such schools typically have active sales forces at work in the rural areas and professional cooperation with school counselors has at times been considerably less than desirable [pp. 16-17].

An Overview of Guidance Services in Small and Rural Schools

There is much variation in the guidance programs and practices in small schools, and the literature is extensive in this area. The purpose of this section will be to describe some current practices in the various areas

of guidance programs--including basic services, such as individual inventory and counseling, organization and implementation, staffing, and physical facilities and equipment.

The Individual Assessment and Testing Program. First to be considered will be the individual inventory service. According to Legant (1969), the Educational Service Center in New Mexico has been involved in conducting a large number of learning problem evaluations in the rural areas of the state.

> Diagnostic services for children experiencing learning and related problems and the prescription of appropriate remedial action are almost uniformly lacking. Cost of these services has, of course, been a primary factor for excluding such services from rural school district budgets....
>
> The use of the testing mobile unit has greatly increased the efficiency of psychological services personnel....
>
> The emphasis is now on total evaluation of individual children to facilitate a comprehensive attack on their learning problems. Referrals to appropriate specialists and agencies have been made....
>
> Follow up efforts have been intensified. All but a fraction of the testing subjects have been discussed in case conferences. Emphasis has been placed on meeting with parents whenever possible and with counselors, nurses, and teachers in order to modify a child's home and school environment to his particular learning problems [p. 53].

Legant states that "all testing is carried on at the request of the school districts [p. 56]." At the start of the school year, all districts were given referral forms which provided the testing staff with sufficient information for selection of specific tests suitable for the child referred. Regional workshops were held by the psychological services staff to explain their functions and the services they could provide. "Sample materials such as [a] guidance bibliography, suggestions for the use of tests, computer printouts of testing data, etc., were included in the packets distributed to all workshop participants. Considerable attention was paid to referral techniques and to a

discussion of what kinds of children should be referred for testing. The greater sophistication in referrals...appears to be one result of the workshops [p. 56]."

An example of a prototypical individual assessment and testing program is the pupil appraisal service of the Ector County (Texas) Independent School District, which is summarized below.

> Counselors in the secondary schools supervise the group testing program. Interest inventories, personality inventories, ability tests, aptitude tests, and other instruments are administered to individuals and small groups as the need arises. Counselors assist teachers in explaining and interpreting test results to pupils and parents. Supervisors of elementary curriculum supervise the standardized testing program in the elementary schools. Standardized tests used include SRA Primary Mental Abilities Tests, Metropolitan Achievement Tests, and Basic Reading Tests. The Wechsler Intelligence Scale for Children is used in screening applicants for special education classes.
>
> 1. Secondary Testing Program

Grade	Name of Test	Date
Seventh	Tests of Educational Ability	October
	"Science Research Associates Achievement Series"	September
Eighth	"Science Research Associates Achievement Series"	September
	Make-up on Tests of Educational Ability	October
	Iowa Algebra Aptitude Test	March or April
	Differential Aptitude Test	February
Ninth	"Science Research Associates Achievement Series"	September
	"Iowa Tests of Educational Ability"	September
	California Occupational Interest Inventory	February
	Iowa Silent Reading Test	April
Tenth	"Iowa Test of Educational Ability"	September
	Otis Quick-Scoring Mental Abilities (IQ)	October
Eleventh	"Iowa Tests of Educational Ability"	September
	IQ Make-up	October
	Kuder Preference Inventory	October

Twelfth	"Iowa Tests of Educational Ability"	September

Tests in quotations are used in each school in the system.

2. Cumulative Records: A record folder for each student is initiated on the day that a pupil enters school. This record follows the pupil through each successive year of his school career. The contents of the record are as follows:
   a. Test Record Card: All standardized test results, grades 1-6, are included.
   b. Pupil Profile Charts: Profile charts of standardized tests, grades 1-12 (where available), become a part of the student's cumulative record.
   c. Health Record Card: All information gathered, grades 1-7, by a school nurse is recorded on this card:

Eye Examination	Skin
Age, weight, height	Feet
General health record	Posture
Teeth	Any serious illness or physical problems
Ears	

   d. General Attendance Information: Grades 1-12, drop slips and transfer slips.
   e. Other Information: Grades 1-12, communications between the home and the school, between school officials concerning major decisions, disciplinary action, notices of unsatisfactory class work, autobiography written in tenth grade English class, or other pertinent information become a part of the cumulative record.
   f. Academic Record: A separate academic record form is kept for junior high school, grades 7-9, and senior high school, grades 10-12. Both records, in some form, become a part of the cumulative record.

3. Permanent Record
   a. Junior High School: A permanent record card is initiated in the seventh grade for each pupil enrolled. Information shown on the card includes the following items:
      (1) Personal identifying data
      (2) Subjects and grades for each year
      (3) Activities
      (4) Attendance
      (5) Promotion record
   b. Senior High School: A new permanent record card is initiated at ninth grade level because it is at this grade that a pupil begins to earn credits toward graduation. Information shown on the senior high school permanent record includes the following:
      (1) Personal identifying data

(2) Courses, names of teachers of courses, course grades, and credits earned by the year
(3) Activities
(4) Attendance
(5) Final data showing date of graduation, rank in class, and grade average [Handbook for Counseling and Guidance, 1960: pp. 1-10]

The Educational and Career Information Program. The information service which is involved in giving students information about themselves and the world of work is of special significance in a rural or small school setting where pupils are not exposed to the variety of information to which their counterparts in urban or larger schools have access. Hilverda and Slocum (1970) believe that in small schools "vocational guidance is customarily handled in a rather haphazard manner....Furthermore, where there are counselors their efforts tend to be concentrated on a few students, usually those who have already developed occupational interests of a professional nature and those who are referred by teachers and school administrators as problem cases [p. 66]."

While undoubtedly situations such as are described above exist in many areas, some attempts have been made to overcome this failing of the information service aspect of counseling and guidance. For example, in Berea, Kentucky, a project has been designed "to inform students of the nature of career development structure and trends of labor force, to assist students in assessing themselves and characteristics of occupations and to synthesize the information." Activities include organizing "teacher-counselor workshops on theories of vocational development, relating curriculum content to occupations, [using] 'games' in education, assisting students to synthesize information on self and occupation[s], and organiz[ing] plan[s] of vocationally relevant experiences for students." Also, the project uses a "multimedia approach to present [a] variety of occupational role models [Location of Shared Services, 1969: No. 71].

A project with headquarters in Santa Fe, New Mexico, has attempted "to overcome the problem of inadequate, inappropriate, and ineffective occupational information."

> A library of tape-recorded occupational information has been assembled for use by all secondary school students and counselors in 17 counties. Interviews concerning many and diverse occupations are recorded on tape, cataloged, filed, and made available to counselors throughout the area. Emphasis is placed on providing interesting and understandable material. The program should afford students a more realistic view of vocational and occupational information. Occupations to be covered are determined by counselors' requests. [Location of Shared Services, 1969: No. 93].

For the above project, the tapes consisted of recorded interviews with people employed in a variety of occupations, including a teacher, an engineer, a stewardess, an auto mechanic, a truck driver, and a veterinarian. "These tapes included such information as duties performed, demand for the occupation, limitations within occupation, reason for choosing an occupation, advice for one interested, training and education necessary, salary, working conditions, fringe benefits, and contribution to society [Digneo and Shaya, 1961: p. 14]."

Another project in New Mexico has been designed "to provide students in a rural school setting knowledge about themselves and their opportunities in the various fields of work."

> The design of this experimental effort called for providing two small rural schools with a vocational guidance program. Since the schools selected were so isolated with respect to any large city which could provide some occupational and vocational opportunities...,it was necessary to provide field trips and speakers for the students. Career Selection Work-a-Group guidance sessions were held weekly for a regular class period, and covered such areas as the self-concept, the world of work, career choice, study habits,...interests, and testing [Location of Shared Services, 1969: No. 155].

According to the description of the above project,

> the project sought to explore and test the kind of balanced, general, vocational, and academic curriculum which would prepare rural youth and adults for continuous learning in a society subject to rapid and often uncontrollable change. The rural curriculum often lags behind the needs of the students since change in the social and economic world occurs more rapidly than do our means to make adjustments [Digneo and Shaya, 1965: p. 11].

The above statement seems to reflect accurately the concern of those involved in the information service aspect of the guidance and counseling programs. Ways of keeping current vary in rural areas; however, as is evidenced by the preceding examples, the utilization of multimedia and field experiences play important roles.

Additional projects are described in Location of Shared Services (1969) which utilized a variety of techniques to develop guidance and counseling programs designed to improve the ability of students to function. For example, "Pupil Personnel Services have been introduced in a rural area characterized by a high dropout rate and low-level parental aspiration" in South Carolina.

> Special programs are provided to assist teachers, students, and parents in helping the students achieve their potential physically, socially, mentally, and emotionally. The programs include counseling, testing, speech correction, remedial and developmental reading, physical education, health services and education, psychological services, social services and special instructional services. A kindergarten program has been introduced. A pupil-oriented curriculum has been developed, which will focus on early identification of interests and needs of all pupils. An elementary guidance program has been instituted. Parent counseling is provided on a limited basis. Emphasis is placed on vocational exploration through audio-visual presentations and instructional materials, as well as through field trips to local industries. Individual pupil data is studied and research expanded in such areas as selective service failure, dropouts, occupational choices of graduates, and relation of socioeconomic status to school failure. Inservice training is intensified, and visitations to other programs have been made. Adult education below grade 8 is offered [No. 117].

In Tennessee, "inservice training, vocational guidance, and cultural enrichment is provided...to create a more effective learning environment for students in a sixteen-county sparsely populated, rural mountainous area." Principals and teachers participated in a three-week summer workshop, the goals of which were

> (1) to encourage reassessment of their attitudes concerning professional responsibilities toward the student, and (2) to foster attitudinal change when indicated. Participants are involved in the identification of pupil behavior problems and the development of solutions to meet them. Guidance and counseling services were introduced in one elementary and one junior high school, with one counselor provided for each 200 students. The counselor (1) works with students individually and in groups, (2) familiarizes school faculty with the program, (3) developed a library of vocational films and literature, and (4) works with parents in assessing student needs. Creative development in art, music, and drama has been implemented through the employment of one teacher for each field in two elementary schools and one high school. Each teacher works with community groups at least two nights a week to stimulate interest in the program. Exhibits of arts and crafts, and live performances in music and drama provide further opportunity for aesthetic experiences [No. 137].

Also described in Location of Shared Services (1969) are programs employing mobile counselors and counseling centers. In Arizona:

> Itinerant psychological services are provided to school children, including those who are emotionally disturbed, mentally retarded, or physically handicapped. The program tests the feasibility of providing services to thirty-five separate school districts in one county, including many two, three, and four-room schools in a 6,256 square-mile area. Methods used by psychologists and social workers include referral, intensive individual study, home visits, follow-up and research. Administrative, health, and attendance personnel, along with teachers, counselors, and parents are involved in producing an adjusted educational program to meet the needs of individual children [No. 64].

In Maine:

> A mobile unit has been established to provide guidance and

> counseling services to students in grades 1-8 in a rural area.... Emphasis is placed on (1) comprehensive guidance, counseling and home visits through a planned program of social needs developed cooperatively with parents, families, and social community agencies, (2) remedial instruction, (3) special programs for academic subject fields, (4) cultural education, (5) study areas and library services for after school hours, (6) new media, (7) special education, (8) community involvement, and (9) general followup of students in the area of continued schooling and vocational choices [No. 102].

In North Dakota:

> Guidance and counseling services for elementary school children have been introduced in a rural area through the use of a mobilized unit. Emphasis is placed upon parental counseling of both elementary and preschool children, including home visitations by guidance personnel. The preschool guidance program is designed to (1) assess the socioeconomic and educational background of children, (2) alert the school to special emotional or medical problems which these children may have, and (3) assist parents in understanding the value of a good education for their children. Films, books, and other guidance materials are offered to parents. The guidance program for elementary schools is oriented toward self-discovery, adjustment, and awareness of the world of work. An interdisciplinary approach, stressing occupational information in the study of history, geography, and social studies is utilized. Inservice training programs...are offered to acquaint teachers with the philosophy and methods of elementary guidance [No. 134].

The advantages of providing itinerant counselors and mobile counseling units are advanced by Hutchinson (1971), who felt that his most effective counseling relations had been established with clients who did not perceive him to be part of the establishment. He presented a strong case for the counselor who works outside the traditional school setting. "Perhaps the worst counselor dilemma surfaces in the school setting where the counselor is torn between responsibilities to clients, teachers, and administrators, and parents. Many of these responsibilities are not compatible. A counselor who is responsible for scheduling, discipline, writing recommendations, hall duty, and teaching

is commonly perceived by the client as one who is there to shape and control rather than as a person who can manifest empathy, warmth, and genuineness [p. 214]."

However, there are also advantages to having a resident counselor--he is there when the students need him; and he knows the school, the parents, the teachers, and the students and their needs. The resident counselor is more able to give truly personal service. However, regardless of whether the counselor is assigned to one or several schools, the aims and functions of the service are the same.

An important point is made by Robinson and Schmitt (1971), whose ideas are often generalizable from the disadvantaged rural and small school students about whom they usually speak to the more advantaged students in the same setting. They point out that "a new type of counselor is needed who is prepared to provide direct and practical assistance on everyday problems, i.e., resolving teacher-student conflicts, helping with health needs or family crises, securing emergency funds, and obtaining immediate legal services [p. 11]."

A practical, down-to-earth counseling approach is needed in rural areas and small schools where students do not have access to a variety of experiences or opportunities.

Group Procedures. Not much has been written about specific group procedures for small and rural schools, although many of the reports from counseling and guidance programs in these schools have briefly mentioned that group procedures were utilized. Those involved in the Monroe, Washington, project (Elementary School Guidance, 1968) probably reflect accurately the feelings of most of those who used group procedures:

> Group guidance is an effective and necessary part of the program. Groups are formed for a number of purposes which might range from study skill through problems of social and emotional adjustment.
>
> Contact through the use of groups maximizes the number of students who may benefit from the services of the guidance person and can be used as a vehicle for role playing, psychodrama, and other techniques calculated to allow the group and individual to work through a problem to a successful solution.
>
> Group guidance aids the normal child. A program which conducts all its guidance activities on an individual basis usually gives too little attention to the normal child. Although this...child is usually able to solve most of his own problems through his own efforts, he may not be getting the attention he deserves. Through group guidance he can be given the information and direction he wants and needs [n.p.].

The Follow-up and Evaluation Program. Because the notion of accountability is so much on people's minds, research and evaluation must be considered in any educational program--and especially in a guidance and counseling program since, unfortunately, such a program is sometimes considered a "frill." Again quoting from the Monroe, Washington, project:

> Any ongoing and vital program must be flexible to the extent that it can encourage feedback and alter program objectives in light of these findings....
>
> Two objectives to evaluation are seen: (1) evaluating the efficiency of measures taken to meet needs and altering the program to fit more closely, and (2) evaluating the structure of need and reorienting the program to meet new forms of need.
>
> Direct service to children lends itself to clinical measurement. This includes empirical measures of achievement,...and observation of improved functioning in a host of areas....
>
> In the project there is provision for original research. This permits the testing of hypotheses with respect to counseling technique, group guidance activities, diagnostic techniques, learning theories, etc. [Elementary School Guidance, 1968: n.p.].

> Periodic meetings of the program staff with the consultant provide for the opportunity to review [the] program, plan for the future, and revise [the] program as necessary. This consultant time is also used to: (1) determine short-term goals for the program with the administrators of the cooperative districts; (2) perform in-service consultation with the teaching staff concerning classroom management techniques and practical application of learning theory; (3) contact individual and small

> groups of teachers concerning specific management techniques, understanding individual differences and recognizing signs of emotional disturbance; (4) review and evaluate appropriate involvement of various referral agencies; and (5) consult with individual counselors and [the] school psychologist concerning particular emotional, academic, and social problems and development of the role and function of the elementary counselors [Elementary School Guidance, 1968: n.p.].

Organization and Implementation Patterns of Guidance Services

Identification of Needs. When organizing, revising, or implementing guidance services, the first step is to identify needs. While many needs are specific to particular schools and pupils, some general statements can be made. For instance, Drier and Jepsen (1971) suggest the following:

> The wise selection of training and work roles by young people is important to both the selector and society at large. Economists continually remind us that intelligent utilization of human resources is vital to national progress on all fronts. Behavioral scientists point out how important work is as a source of satisfaction for individual human needs. Nevertheless, it is apparent that the outcome of past decisions has not always pleased individuals or society.
>
> The problem is especially acute in rural areas....Studies have shown, to an alarming degree, unrealism in the occupational expectations of rural youth which undoubtedly reflects inadequate or complete lack of competent vocational guidance [p. 1].

Hughes and Spence (1971) believe that

> the local public schools' educational programs should be determined by the needs, interests, and capacities of the clients. To a large degree, however, these programs are determined by the attitudes of local administrators, teachers, school board members, parents, and other adults in the community.
>
> Public reluctance to support better educational programs is not a factor inhibiting professional staffs which are eager to change. The local school administrator may be a key factor for change....He is powerful...because he is in a position to marshall the necessary authority and to exert the necessary leadership to facilitate decisions for change. Once a decision

> for change has been made, he must also provide necessary support (staff, materials, time) if the change is to become permanent [pp. 25-26].

The assessment of needs in a particular school ideally should involve everyone who will be involved in the program--school personnel, parents, people in the community, referral agencies, and the children themselves. Probably, no program will be able to satisfy the needs of everyone; but with careful and thorough planning, much progress can be made.

Public Relations. Good public relations can be very important in determining the success of a program. Hartenberger and Rothrock (1970) have outlined 12 "ground rules" for implementing change and for involving the community. These rules are designed primarily for the administrator.

Ground Rule 1

> Identify 15 to 25 opinion leaders from the school attendance area you want to improve and get them involved right off the bat. An opinion leader is a person whose story at least five other community members would agree to be "gospel truth." It also helps if he or she is an innovating kind of person and has shown some kind of interest in school problems.

Ground Rule 2

> Make sure your opinion leaders are a mix from the community. These include:

Students	(2 or 3)	
Teachers	(3 to 5)	PER 500 STUDENTS MAXIMUM
Parents	(5 to 8)	
Non-parents	(4 to 8)	

.....

Ground Rule 3

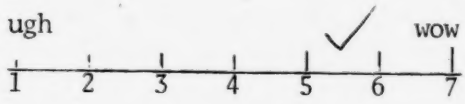
> Make sure you, your staff, and your outside help (consultants, State Department people, etc.) speak plain English when working with community people. Talk about what you can do for kids, not "educational outcomes".

Ground Rule 4

Know the real world you administrate in. Remember, change begins with what your community is truly like, and with what the people want. You get into trouble by beginning with what you want the community or program to be.

Ground Rule 5

All planning and decision-making should be in writing. Concensus among your group of opinion leaders can continually be identified by having each member check a simple evaluation form such as



Be smart; don't move on any idea that averages below 5.

Ground Rule 6

Make the work fun. You make work fun by giving everybody a piece of the action (involvement). Also, take care of the simple needs by supplying plenty of goodies (refreshments, soft chairs, no ties, etc.).

Ground Rule 7

The group's "common sense" plan for change should override administrative textbooks or outside consultants.

Ground Rule 8

Informal communications (i.e., each opinion leader is responsible to contact ten or more friends and give them the "word") will support the change far better than formal communications (PTA meetings, news articles, etc.). Use both on a planned basis.

Ground Rule 9

Don't do work for your opinion-leader team. Instead, provide training for the group in:

Problem identification
Diagnosis of problems
Problem solving
Writing objectives behaviorally
Giving priority to group values
Identifying groups for specific tasks

Planning for implementing
Evaluating on lay terms
Listening and communication skills.

Your team without the above skills will force you to become a zoo keeper. Nothing is more disastrous than a group of emotionally committed rural people organized for doing a job, but lacking the above stated skills. On the other hand, when you provide them with a chance to gain and use the above skills you can bet you'll reflect in the glory of a great job they will do helping your school improve.

...One word of caution here. There are plenty of good trainers around, but also some phonies, so make sure you go through a legitimate education organization in getting names. The few seed dollars your district spends on training will pay big dividends. Besides, using an outside trainer allows you to become a "learner" right along with your opinion-leader team. (You'll be surprised what a nice bunch they are when you're sitting among them rather than standing in front of them.)

Ground Rule 10

Don't break the law, or even stretch the truth. Laws are usually so loosely written that they're easy to stay within. Besides, the lawmakers (State Departments, etc.) are as interested in meaningful change as you are. If you have a good idea and involve them in the planning (piece of the action again), they'll usually make exception, or better, change the bad law.

Ground Rule 11

Be open and honest. No confidential information. How can you use confidential information? You can't--constructively! Besides, if you're like many school administrators, you're liable to forget what was confidential and tell it. Betraying somebody you're working with will ruin the trust level and you must develop a high level of trust among your opinion-leader group.

Ground Rule 12

Get your opinion group to add any other ground rules you need in order to operate effectively.

Still reading me? If you feel some of the above makes sense, but really want to get your feet wetter before you start any change process, take a look at some of the following writing:

For Ideas.....John Gardner's Excellence... Can We Be Equal and Excellent Too? Also his Self Renewal. Herbert Thelan's "Education and the Human Quest"

For Organization...Richard Schmuk's article in the Journal of Applied Behavioral Science, Volume V, 1969.

For Checking Your "Real World".....Lawrence Peters' Up the Organization.[1]

In the guidance program described by Hilverda and Slocum (1970),

> a Guidance Advisory Committee was formed to aid in coordinating and organizing a sequential program and to inform parents and community leaders. The committee was composed of representative teachers from the primary, intermediate, junior high, and high school levels. Also included...were the immediate past president of the PTA and community leaders representing different segments of the population. Regular monthly meetings were scheduled and such topics as An Overview of Testing and Evaluating Students' Progress were discussed.
>
> A public relations program using various news media was developed....The director and other school personnel met with organizations and service clubs to explain the project [p. 67].

The activities helped overcome resistance to implementing a new program. Resistance to change is a fact of life, and ways of dealing with it should be built into new programs if they are to progress smoothly.

Rogers and Svenning (1969) make the following suggestions about gaining community support for new programs through the use of community forums.

> Group forums may be one way of involving citizens of small communities. Radio, television, films, or printed programs generated from a regional source might concentrate on describing various innovation efforts by schools within that region. If individuals in the community can be brought together on a regular basis to listen to or view a program about educational innovation, they are more likely to become involved in supporting such innovative ideas in their own schools. There is, we feel, incipient interest in educational innovations in small communities; the forum approach offers one means to capitalize on it.

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> There are several ways that a school administrator can organize such forums. He can use members of his teaching staff as group leaders, bringing the teachers in closer contact with the community. He can have the forums meet at schools so that following the forums, a larger community meeting can take place. He can structure the forums so that they meet in local homes, and the media channel can be printed materials or short speeches or films.
>
> In all of these alternative approaches, the media forums capture the advantages of both mass media and interpersonal channels of communication. They enable school leaders to inform citizens about educational changes, and at the same time, encourage widespread participation in school decision-making.
>
> Small and rural schools are in a unique position to gain community support for innovative programs. The small size and tight-knit nature of these schools could facilitate open discussion of school problems and ways to meet them. But this unique advantage for rural schools is not realized unless a concerted effort is made to channel community support [p. 24].

Inaugurating a Guidance Program. Norman and Flanders (1969) describe a guidance program financed under Title III in Cookeville, Tennessee, in rural Appalachia. The following goals were listed:

> (a) To provide a model program for nearby school systems to observe and emulate; (b) To help Upper Cumberland children see more relation between school and work, and to help them learn more about different vocations; (c) To help teachers and administrators use pupil test data more effectively; and (d) To promote study toward developing a more relevant curriculum. Implied in the program's objectives was reduction of pupil drop-outs....The idea of quitting school no doubt often forms in elementary school and is reflected in high absentee rates among rural children [p. 371].

The five junior high and two elementary school counselors employed by the program were not readily accepted by the other faculty members primarily because they had been "brought in and set up as a group--superimposed on the existing structure [p. 372]." However, communications improved, and by the year's end counselors at both schools reported almost complete acceptance and "very positive responses from their faculties [p. 372]."

At the start of the program, there was frequent concern as to whether

the counselors involved would find enough to do. The work records indicate that this concern was unwarranted:

3,445	interviews with individual children.
1,547	group counseling sessions.
529	visits to pupils' homes.
876	conferences with teachers.
348	telephone interviews with parents.
619	letters pertaining to the counseling program.
1,856	tests given pupils.
1,141	cumulative records updated [p. 372].

The counselors involved a number of community agencies in aiding the students. The churches, local service clubs, county health department, juvenile court and probation office, and local welfare office all contributed to the success of the program. Even the hairdressers' association participated by having its members style girls' hair to stimulate pride in personal appearance. The state employment agency helped the counselors to find part-time jobs for students.

One of the projects of the counselors was to involve students in a Career Fair. The students researched occupations in which they were interested and prepared exhibits. The fair, to which visitors were invited, was aimed at enhancing participant's images and improving their self-concepts, as well as providing occupational information.

An especially effective aspect of the demonstration program was orientation to junior high for sixth grade pupils. The elementary and junior high counselors cooperated in this effort. Students already in junior high were used as guides. The sixth graders were given a general orientation to the school, were told how junior high differs from other levels of school (elementary and high school), were presented a handbook of information about the school, and were served refreshments.

The junior high counselors also helped prepare their ninth graders for high school by discussing sophomore course offerings and by suggesting possible majors available to high school students and the courses the students would especially need in order to prepare for different careers. During the first year of the program the drop-out rate at the junior high level had been cut by nearly one-half. While it is not definite that the demonstration program was responsible, it is likely that it had some effect.

> At the end of its first year, the...program had at least partly met all of its objectives....
> There was a real effort to help pupils learn more about the workaday world, evaluate their capabilities, and see a meaningful relationship between jobs and books [Norman and Flanders, 1969: p. 363].

> Further evaluation now seems likely to reinforce the belief that adequately staffed counseling programs, based on high professional standards, indeed are basic to coping with the problems of rural mountain children in Appalachia and to improving their chances for a better life [Norman and Flanders, 1969: p. 374].

In their innovative guidance program, Hilverda and Slocum (1970) reported that efforts were made to integrate guidance into curriculum units, "thus providing an organized, sequential, developmental approach to pupil personnel services [p. 67]." The counselor and other resource personnel assisted with inservice training of teachers to facilitate the process.

Learning was not always confined to the classroom; instead, a variety of school and community experiences were used as vehicles for instruction. For example, sixth graders were involved in a unit entitled "Exploring the World of Work." Included in the unit's activities were preparing a job survey of the town and reporting on "our parents at work." The integration of the guidance program with the total curriculum required that the superintendent,

principals, teachers, and students all participate to make the program a success. The counselor "prepared weekly bulletins reporting the progress of the program and the roles specific teachers played in its development [p. 67]."

Differentiated Staffing. Because a guidance and counseling program is concerned with the whole student, all school personnel, directly or indirectly, have a role to play in the establishment and operation of the program.

Regarding personnel, Achilles (1970) says that "educators have been slow to take advantage of some of the innovations that are in wide use in society; e.g., the reluctance of teachers to make full use of various media, of computer technology, of new techniques in communication and analysis of behavior, and the development of new organizational or staff relationships [p. 11]."

While it is true that the staff of rural and small schools do face serious limitations, often resources are not fully exploited and old ways are retained due to force of habit.

A very important person in the development and implementation of programs is the school administrator. Brown and Srebalus summarized the functions of general administrators in guidance in the following manner:

SUMMARY OF DUTIES OF GENERAL ADMINISTRATORS[2]

TYPE OF FUNCTION	SPECIFIC FUNCTIONS OF PRINCIPAL	SPECIFIC FUNCTIONS OF SUPERINTENDENT
SUPPORTIVE	1. Be sensitive to needs of children. 2. Advise on budgetary matters.	1. Be sensitive to needs of children. 2. With Board of Education make budgetary consideration.

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(SUPPORTIVE)	3. Give special attention to daily decisions which effect guidance services. 4. Recruit staff carefully. 5. Provide in-service education. 6. Insist upon evaluation. 7. Provide democratic atmosphere.	3. Recruit staff carefully. 4. Provide a democratic atmosphere.
CONSULTIVE	1. Consult with parent groups about operation of school and programs. 2. Maintain high level of knowledge of guidance programs by consulting taken [sic] with staff, literature, etc. 3. Consult with staff regarding expectations of guidance program.	1. Translation of policy, budget, etc. into meaningful terms for guidance.
REFERRAL	1. Referral of problem children. 2. Referral of teachers and others who need assistance. 3. Referral of parents who need assistance.	1. Referral of teachers and others who need assistance. 2. Referral of parents who need assistance.
SERVICE	1. Be directly involved in evaluation. 2. Provide guidance services through good instructional leadership.	

A program in Monroe, Washington (Elementary School Guidance, 1968), directly involved teachers. The rationale was that

> Since the primary purpose of the guidance program is to facilitate the basic function of the school, that of instruction, it logically follows that the classroom teacher plays an important role in offering guidance services to pupils....
>
> The result of in-service training is developing improved guidance by teachers. The program attempts to assist teachers in dealing with guidance problems at their level of demonstrated competency and strives continuously to raise the level of competency of the teacher [n.p.].

Writing primarily about disadvantaged rural youth, Robinson and Schmitt (1971) discuss the importance of the teacher:

> Without question, the teacher of the rural disadvantaged is the key person upon whom educational success depends. Acceptance, respect, compassion, empathy, and understanding represent the central core for effective teaching of rural youth and adults. Credentials and mastery of pedagogical skills appear to be less important than commitment and sensitivity to the unique needs of the disadvantaged student [p. 8].

In a discussion group report concerned with improving vocational counseling for rural youth (Brobst, 1970), it was stated that

> teachers of rural students who are used in the area of vocational guidance should:
>
> 1. Be competent in subject matter and work skills in their vocational specialization.
> 2. Be interested in working with young people in rural settings, who may not be interested in staying "on the farm" or because of lack of jobs must leave their hometowns.
> 3. Possess the ability to seek and find techniques to communicate with all rural students.
> 4. Possess skill in presenting goals to the rural students and in helping them to meet vocational and educational challenges.
> 5. Offer in-service training to help them understand the rural way of life.
> 6. Be willing to use instructional materials geared to the rural students in understanding the world of work.
> 7. Possess skill in working with students to build up their self-concept, to help them understand their strengths, and to channel these strengths in productive directions [p. 39].

Guidance Facilities. Adequate guidance facilities are an important part of the program. Space and materials should be adequate for unrestricted use of the services of the guidance and counseling program of the school.

One school district (Pupil Personnel Services, 1968) utilized a "Mobile Counseling Unit" consisting of

> (1) a ten foot by forty foot trailer containing three counseling offices, occupational and educational information files, two testing booths, a reading room and a reception area, (2) a two ton truck, (3) the office equipment, (4) library materials, (5) test files, and (6) electrical equipment....Three additional trailer-offices were purchased....
>
> The four units were assigned to the various schools on a rotational basis....
>
> A Director of Pupil Personnel was employed with part of his duties being to serve as a coordinator of the counseling activities of the four units. He was responsible for the assignment of counselors to units and the scheduling of the various units to...schools. He was responsible for maintaining a high level of professional counseling and for the conducting of in-service training of mobile unit counselors and area counselors [pp. 5-6].

Specific facilities used in the resident counseling center in Kimberly, Idaho, included

> wall racks, open occupational files, large bulletin boards, and a variety of audiovisual aids [which] were easily accessible for students to use without adult supervision. A large conference table provided a setting for friendly group sessions....Up-to-date occupational materials were displayed in open career kits and wall racks. Students checked out and and returned materials and equipment without supervision. Catalogs and pamphlets of colleges, trade and technical schools, armed services, correspondence schools, and other institutions were displayed. Books for different age levels and on a wide range of career fields were placed in portable bookcases for use in the classrooms. Portable files on educational and occupational information were also available... for grades 1 through 12, an occupational folder was designed and printed for each student. Included in the folder were summaries of individual and group activities on self-evaluation, interests, goals, and occupational exploration [Hilverda and Slocum, 1970: p. 68].

The above are examples of two programs. A school could assess its resources and needs and make inclusions or exclusions as necessary.

Communications. Communications, records, and reports are a vital concern in the counseling and guidance process. Keeping student files up to date may not be the most exciting part of the counselor's job, but it is essential to maintain current material regarding students' needs and progress.

There are many report forms in use, and perhaps students could keep their own school records--as has been done in some schools. Whatever the procedure decided upon, the school should adopt a method to suit its individual needs.

In a project previously mentioned (Pupil Personnel Services, 1968), effective communication between the schools and the counselors was stressed. Prior to the arrival of the Mobile Counseling Center, a codirector of the project visited the school staff. He reviewed general operating procedures, distributed materials to the staff, and arranged speaking engagements for the mobile staff at PTA or community service group meetings. "This procedure proved to be quite effective in improving the working relationship between the local schools and the [Mobile Counseling] Center staff [p. 7]."

Other procedures to provide feedback in the Bloomington project included the following:

> During the final day at each school, a conference was held with the local counselor, and in some instances, the principal, to discuss noted strengths and weaknesses of the current local program, and possible steps that might be taken to improve the effectiveness of the existing program....
>
> Special attention was also focused on students that had been referred to the Mobile Counseling Center by members of the teaching staff. After working with a student...and with the student's permission, careful attention was devoted to providing some possible guidelines for work with this student in the future. An emphasis was placed on trying to help the teacher develop means of helping this youngster within the classroom setting. In some cases where special problem students were involved, referrals were made to the school psychometrists or to other outside agencies [Pupil Personnel Services, 1968: pp. 8-9].

From the above report, it appears that communications within school districts may be quite effective. However, it has been noted that there is a

> need for a more highly developed channel of communication among rural educators. While projects were located which were, in fact, providing stimulating and exciting educational programs, only a limited number of their colleagues

> were aware of those programs. ERIC/CRESS (Clearinghouse on Rural Education and Small Schools) is apparently making some inroads into this problem....Regional Educational Laboratories are also making extensive progress in reducing the communications barrier, but it is evident that much remains to be done [Project Report, Rural Shared Services, 1969: p. 122].

Inservice Education. Severinsen (1967) reported a workshop in vocational education in which a special effort was made to obtain consultants experienced in the areas on which they were to speak. Trades and technical occupations were emphasized, and topics were explored "in depth rather than breadth.... Each participant explored various possibilities for increasing the effectiveness of their school's educational-vocational information service....The participants also assisted in the development of the vocational information test and a career questionnaire to be administered to students in their high schools [p. 6]."

The participating counselors met on four Saturdays during the school year. Activities included the sharing of ideas, a discussion of the problems and techniques of guidance and counseling; and "in response to the counselors' felt need for additional contact with the personnel practices of industry, a plant tour of a local industry was arranged [p. 9]."

Severinsen reported that counselors expressed positive feelings about the program and believed both they and their schools' guidance programs had benefited. It seems likely that workshops such as the one described above could be useful in stimulating guidance in rural areas, especially if scheduled just prior to the opening of school.

In his summary, Severinsen noted that "there seems to be clear evidence that increased efforts can create changes in vocational knowledge, but there

is almost no evidence that the increased knowledge is associated with any changes in attitudes [p. 47]." Therefore, he recommended that all levels of counselor training (preservice and inservice) be concerned with techniques for dealing with student attitudes in addition to techniques to impart knowledge.

In a project reported by Chamberlain (1970), teachers received recertification credit for participating in an inservice training session which met after school each week for two hours during one semester. The teachers learned how to identify problems early, and how and when to refer children for help [p. 5]." They also learned about "mental health concepts that could be used effectively in the classroom....Teachers were provided a practicum experience in which actual cases in their classrooms were used as case studies for discussion with a consultant on a weekly basis [p. 5]."

The teachers were also trained in behavior modification techniques which could be appropriately applied to more easily remedied problems. In this way the school psychologist was freed to reach children with more difficult problems.

"An additional feature in the third operational year [of the program] were monthly in-service training and coordination meetings with personnel from other agencies in the region. These meetings provided an opportunity for upgrading the skills of staff members and other professionals. Consultants were employed to assist in putting over new testing or therapy techniques in day-long workshops [p. 11]."

Inservice education is especially important to rural schools which do not have the nearby facilities that their larger and urban counterparts do. Inservice education helps keep staff members up to date and gives them a

chance to hear about new methods which are working for others.

Community Resources and Referrals. Achilles (1970) points out the importance of community resources:

> Education cannot be seen in isolation; educators must use other social agencies and must refine a partnership with the private sector to provide youngsters with realistic educational opportunities. Program efforts must be cooperative. This will be difficult....Educators must develop innovative approaches to utilization of the total resource allocation available to them; the classroom must expand into the community. School experiences must relate to real things and the spirit of discovery must be tied to an analysis of society's needs....
>
> In the last analysis, it is the personnel of education who must change and direct changes in the learning processes. If schools are to be significantly better, they must be significantly different [pp. 15-16].

It is suggested in Robinson and Schmitt (1971), in regard to disadvantaged rural youth, that

> for supervised occupational experiences and counseling to be succussful, the counselor must have entry to a wide array of supportive services such as those suggested by the National Committee on the Employment of Youth (1969):
>
> 1) Medical and dental examinations and treatment to correct the high incidence of defects among the disadvantaged.
> 2) Case work and psychiatric services.
> 3) Day-care services or baby sitters for the young children of female students.
> 4) Legal services for dealing with policies and related problems.
> 5) Transportation facilities...[for] travel to distant or inaccessible classrooms or jobs.
> 6) Loan funds for work-related emergencies, such as lunch money, or money to purchase work clothes and tools.
> 7) Welfare support and services.
>
> The supportive agencies must be held accountable for their treatment of youth referred to them [pp. 11-12].

In addition to community agencies, parents are an important resource in

any school program. According to the project report from Monroe, Washington, the

> purposes of contacts with parents are: (1) to gain information that will aid the counselor in better understanding the child, (2) to impart information to parents so that they may better understand and help their children, (3) to interpret the guidance program and other school practices to the parents, and (4) to involve parents in the guidance function and other programs of the school.
>
> Helping the parent to feel more adequate in his task of providing the proper learning environment for his children in the home has been an important objective of the counselor. Educated parents can facilitate the task of the school and insure the success of its educational program with the child [Elementary School Guidance, 1968: n.p.]

It is the responsibility of the teacher to be aware of the help he can receive from personnel and agencies within the community and surrounding areas. According to Mannebach and Mannebach (1969),

> it is the role of the teacher to be familiar with these services and know how to use them, either directly, or through the assistance of the social worker in the school or community....
>
> Referrals should not be looked upon by teachers as manifestations of personal or professional inadequacy, but as constituting a regular, acceptable technique of guidance. The teacher must realize that he cannot be of direct assistance to every individual; he cannot be all things to all people. However, if he is aware of the social services and sources of help available within his community and develops good relations with personnel in various agencies, then he will expand his effectiveness as a teacher and will provide a needed guidance service for his pupils [p. 31].

Because he has the major role in the counseling and guidance program, the counselor must also be able to make effective use of all resources including the school and community environment. Matheny (1971) suggests that "the counselor must learn to make better use of school and community environments.

He must be able to identify resources and arrange appropriate experiences for his client within the school or community...[p. 439]. The community has hardly been used at all in providing lifelike educational experiences. Only recently has the school seriously experimented with moving out into the community in order to make the curriculum more lifelike [p. 441]."

Funding. When organizing or revising any sort of educational program, funding is of primary importance. Without the necessary funds, the project will not be implemented. In his article analyzing current trends in Federal funding, Achilles (1970) suggests some developments concerning rural education which he believes will determine the allocation of Federal funds. He indicated that in the past, scattered inputs of Federal funds have not resulted in much noteworthy change. In the future, funds will most likely be allocated on the basis of economic need and clearly defined project goals. One use of Federal money and programs in the future will be to initiate new directions; and it is expected that when a program proves successful, change will occur in other districts through "diffusion, demonstration, and adoption [p. 11]."

Achilles feels that clearly defined program objectives, management and evaluation techniques, and long range projections will probably be necessary if a program is to receive serious consideration for funding. The current emphasis on accountability demands that money be wisely and well spent. The money required to hire experts is usually reflected in improved programs.

In addition to Federal funds, schools in one state or several states may be able to purchase equipment and/or services jointly. Findings reported in one paper

> indicate savings up to 25 percent on the purchase of audio-visual equipment have been realized by one project. In another, cooperative bid buying of school supplies has produced

savings of 6 to 12 percent.

> ...It can be shown that through cooperative purchasing--of a service or a commodity--the service can be made available less expensively, and frequently of higher quality, than would be possible by individual acquisition.
>
> Another option of sharing services includes the possibility of providing many of those services now being offered at a lower per capita cost, thus releasing previously allocated funds for the purchase of other priority items [Project Report, Rural Shared Services, 1969: p. 119].

Another source of funds is to be found in private foundations. Many existing programs are being financed through these sources.

Time Budgeting. The budgeting of time needs to be considered in the development of all aspects of the counseling and guidance program. Depending on the program, the number of students to be served, and other considerations of individual schools, time and money will be spent according to needs and resources of each school. An example follows of time and money utilization for the inservice training of teachers. In the project reported by Chamberlain (1970), consultants from a nearby university were paid "$75 to $100 per day, plus travel and lodging expenses [p. 4]." In return, "the in-service training consultants made twelve consecutive weekly, one-day visits to their assigned areas. On each visit, they spent from three to five hours in diagnosing and observing students, and engaging in individual therapy with students. Conferences were held with teachers to give immediate feedback regarding children's behaviors and test results, and to make recommendations for the remediation of problems [p. 5]."

Chamberlain suggested that it may be necessary for the rural school districts to offer higher than the regular school salary in order "to entice

professional people who are normally attracted to urban areas [p. 13]."

Perhaps because travel to and from school may consume a great deal of the rural counselor's time, Chamberlain noted that "it is also expected that the dedicated school psychologist in a rural area will put in additional hours beyond the regular working day...and should be paid accordingly [p. 13]."

Models and Paradigms--A Synthesis

There are many procedures a counselor can utilize to facilitate the counseling and guidance processes. In planning a counseling program, successful techniques described in research findings should be combined with what the counselor knows about the general characteristics and the specific needs of his rural students. Further recommendations about counseling services include the following:

> Adequate facilities must be provided for the guidance services....The counselor should have office space which is large enough to accommodate his equipment and furnishings without crowding....The office should be pleasantly decorated and enclosed to provide privacy. Space should be provided for a waiting room....Arrangements should be made so that a room is available for such activities as group testing or use of visual aids....These are recommended as minimum facilities for maximum effectiveness.
>
> The counselor's schedule must provide adequate time for his specialized services....At least fifty per cent of his time should be allotted to counseling....The remainder... can be split into areas specific to the individual school situation. Included in this area are such activities as in-service training for teachers, case-study groups, and school-community relations. Whenever possible, the administrator should assign a member of the office staff to the counselor for his clerical work. This is essential, for the lack of such help has many times been a major factor in the disintegration of an effective guidance program.
>
> To maintain effectiveness, there must be continual

> evaluation of the guidance program....The school must know whether it is performing effectively if the program is to be truly functional....It is essential to know how the program works, to be aware of the results of the services. This can be done only if evaluation is based on pupil behavior change, as specified in the stated objectives of the program. This is a continuous process....The results of the evaluative process serve as the base for modification of the program and as a constant check on the reality of the objectives and of the guidance services [Wylie, 1962: pp. 97-98].

When setting up a counseling service in a rural area or for a small school, it is essential, in order to insure whole-hearted acceptance of the program, to consider the opinions of the community at large. According to Hughes and Spence (1971), "one feature of small towns and rural areas which continues to be highly valued is local control of its institutions....Developing out of the desire to continue local control while at the same time achieving some of the obvious benefits of the services of a larger school unit has been the recent move toward the educational cooperative. It seems to promise hope for the improvement of rural educational systems with less locally perceived threat than the 'consolidated school' [pp. 43-44]."

The educational cooperative, or "shared services" as it is more commonly known, refers to an activity in which an educational function is provided for students through the combined efforts of two or more local districts. The number and variety of services which can be shared is limited only by the imagination of the personnel involved. In most cases, a small district could not provide the service alone. Benefits usually include the following:

1. Shared services tend to involve the "isolated" administrator in finding new solutions to existing problems.
2. Shared services tend to create a renewed interest in education among citizenry of the community.
3. Shared services provide needed educational services for rural youth with no loss of autonomy to the local district.

Evaluation of individual projects showed:

1. Inservice training for teachers was more readily adopted as a desirable practice when districts cooperated.
2. The provision of guidance, counseling and social workers was regarded as significantly more valuable.
3. Teachers showed a greater willingness to accept and deal with new ideas.
4. School boards and teachers became more interested and dependent upon research for curricular and instructional decisions.
5. Significantly greater gains in achievement resulted for students [Project Report, Rural Shared Services, 1969: n.p.].

An informal evaluation of shared services was undertaken. It was reported that "although little statistical evidence exists to describe the outcome of shared service activity, that which has been generated demonstrates a movement of behavior in favor of the shared service....From interviews with more than one hundred and twenty persons judged to be conversant with one or more shared service activities, not one negative attitude was evidenced [Project Report, Rural Shared Services, 1969: p. 115]."

In the same report it was also noted that "if involvement and the provision of services otherwise unavailable can be used as criteria, then shared services must be regarded as completely successful. The only factor detracting from this conclusion is the knowledge that many more services are needed for many more students and teachers than are now available to them [Project Report, Rural Shared Services, 1969: p. 116]."

The counselor who is part of a shared services program can, as was noted by Chamberlain (1970), play a special role. Because such counselors are not seen as part of the establishment, teachers and other school personnel as well as students may feel freer to confide in him. Furthermore, in a small town or rural area, persons are more likely to have social contact with a resident

counselor. Confiding serious personal problems to a social acquaintance could easily be a source of discomfort. However, one obvious disadvantage exists, as was noted previously. An itinerant counselor is not readily available as is a resident counselor. If possible, perhaps the school could have the services of both a resident and a nonresident counselor.

Regardless of the actual arrangements, a counselor must develop a feeling of trust among those he is to serve. According to Siegel (1969), the counselor must establish such a relationship

> with the faculty that the teachers will feel free to talk to him, voice their opinions, and seek his help when they feel the need for it....
>
> The counselor must be one who understands the background and training of the people with whom he works, must have understanding of their problems, and must comport himself in such a way that everyone knows that he really likes people and wants to help them help themselves [pp. 309-10].

She suggested that the counselor get out of his office and interact with students and staff and evaluate himself in the light of how he appears to others.

It is obvious that rural and small schools face severe limitations in the services that they can offer their students. McClurkin (1970) noted that "the more remote the small rural school, the more likely the teacher is to need supportive personnel and the less likely help is to be available. As one consequence, the gap tends to widen between small rural schools and urban, suburban, and large rural schools [p. 25]." Thus, the need for training programs for guidance specialists and counselors and for the implementation of such programs is apparent.

Hoyt (1970a) described "a variety" of guidance "technicians"; three whose functions seem especially appropriate for rural and small schools are presented here.

> The [Outreach Specialist] could be trained in the area of outreach and recruitment of the disadvantaged for vocational education. His specific technical training would include coursework in the culture of poverty, an understanding and appreciation of the variety of opportunities in vocational education, and basic guidance concepts related to freedom of choice....
>
> This coursework, coupled with related academic training and a liberal amount of supervised practice...,should produce a competent individual who could be employed as a member of the guidance team but at a salary considerably lower than that demanded by professionally educated guidance counselors.
>
> [The Data Gatherer] could be trained in local information gathering. This person could render valuable service in conducting local occupational surveys and in recording and updating information regarding full- and part-time job opportunities, labor unions, apprenticeship councils, and vocational training opportunities outside the public school setting.
>
> The...information to be collected could be put in a standard data-gathering package which could be administered in routine ways according to standardized directions.
>
> Concentrating on information that was very timely..., this technician could operate on a continuing basis, knowing that the information collected would be out of date in a matter of months--or even weeks or days. His training would focus on data collection procedures plus an understanding of the variety of settings in which he would work to collect the data.
>
> [The Follow-up Man] could be trained in follow-up procedures....
>
> The training for this job would concentrate heavily on interviewing techniques and on procedures required to process the follow-up data as they came in. It might...even include the rudimentary skills necessary for electronic data processing of such information...[pp. 64-65].

The advantages of utilizing the guidance specialists are listed by Hoyt as follows:

> .It would provide a viable way of carrying out basically simple yet essential guidance procedures at a far lower cost than would be necessary if professionals were assigned to the tasks.
> .It would give some assurance that these tasks, so often left undone...,would...be carried out.
> .It would provide possiblities for many new positions that

> could be filled by disadvantaged youth.
> .It would be the beginning of a career ladder concept in guidance that would move up from technician to guidance teacher, and finally to a specialist's position as a vocational educator or guidance counselor [p.65].

Carey (1970) suggested that a specialist/coordinator could be employed who

> would work at the school or school-system level with other guidance workers, administrators, and teachers....
> First, through inservice training he would demonstrate the vocational guidance programs that could appropriately be offered to all students. Second, he would be responsible for coordinating those facets of the guidance program which pertain to vocationally oriented students....
> The specialist/coordinator would obviously need a background of experience and coursework in the vocational aspects of guidance, in vocational education, and in the interrelationships among human development, education, and the world of work [p.69].

Carey believes that differentiated guidance staffing would have the following advantages:

1. It should result in more guidance services, provided to more people more effectively, than can be expected of a traditional approach.
2. It should result in more efficient utilization of personnel and consequently reduce the per-student cost of services.
3. It would provide a career ladder for guidance which would permit persons with a variety of backgrounds to enter at different points.
4. It should offer better opportunities for guidance personnel, vocational educators and community resource personnel to team up to create more relevant educational and career development programs.
5. It would lend itself to the kind of planning, evaluation, and accountability that is increasingly required in education [p. 69].

Writers in the field of guidance and counseling seem to agree that there is a need for support personnel in guidance programs. Because many rural school districts employ counselors who must work with the pupils in more than one

school, they especially need support personnel. Training procedures for these workers must be considered.

Haase and DiMattia (1970), have recognized that there is "a variety of opinion regarding the appropriate training and role function of the paraprofessional in counseling [p. 16]." This variety of opinion does not stem from "argument surrounding the need for support personnel, but rather from definitions of role, functions, and limitations imposed on the individual in the context of a paraprofessional position [p. 16]."

According to Haase and DiMattia, the American Personnel and Guidance Association (APGA) has suggested that

> training be specific and concrete, of limited duration, and aimed toward supporting, not usurping the responsibility of the counselor....Support personnel might operate under the aegis of both direct and indirect helping relationships. Direct helping relationships involve individual interviewing of a predominantly factual and information-gathering nature, presentation of information to the counselor and follow-up of clients, and the establishment of initial client rapport with the counseling staff....Structured discussion group leadership, observation and initial rapport with a group are seen by APGA as possible appropriate activities for support personnel. Indirect helping relationships revolve more around paraprofessional duties such as data-collection and analysis, clerical tasks, and preparation of informational materials [pp. 16-17].

They describe a training method, the microcounseling paradigm, which "was utilized in 3 4-hour segments to train paraprofessionals in the skills of attending behavior, expression of feeling, and reflection of feeling. Sixteen female subjects served in the project....Results showed that all trainees evidenced significant learning of all 3 behavioral skills in a short period of time. Significant pre- to post-treatment differences occurred on all criterion measures [p. 16]."

Included in the microcounseling paradigm described by Haase and DiMattia are the following six steps:

1. An initial diagnostic interaction between trainee and another member of the group was videotaped.
2. A microcounseling manual describing and illustrating the skill of attending behavior was read by all trainees.
3. Models of both positive and negative attending behavior were shown the trainees and discussed.
4. The trainee's original tape was reviewed in a small group of trainees and comments and further discussion of the skill were introjected for each trainee.
5. A second five-minute videotaped interaction was completed by the trainee with a different second party.
6. The final tape was reviewed by the group and supervisor with the aim of sharpening the particular behavioral skill [p. 18].

The following three counseling skills were taught:

> Attending behavior (basically the skill of communicating attentiveness to another person) was the first skill taught the trainees. The verbal and nonverbal aspects to be learned were: (a) eye contact (ability to maintain adequate eye contact with the addressee); (b) posture (being relaxed and natural in the encounter); and (c) verbal following (ability to "stay with" the other person's conversation without introducing new verbal data).
>
> Expression of feeling is defined as the trainee's ability to communicate clearly the way he feels about the topic under discussion rather than merely reporting a verbal description of that event. In essence, training in the expression of feeling requires the trainee to discriminate between content and affect, and to be able to accurately sense, identify, and verbalize the affective component of a verbal message.
>
> Reflection of feeling as a behavioral communication skill is an important part of the communication process and indicates to the addressee: "I understand what you are saying and how you feel about it." The skill can further be described as a behavioral component to communicating empathic understanding [p. 18].

The utilization of the microcounseling paradigm led the researchers to conclude with the following suggestion:

> The microcounseling paradigm appears to lend itself particularly well to training settings. First, the availability of immediate

> visual, as well as verbal, feedback is an important adjunct to the learning process. In addition, it seems to provide a setting that maintains a consistently high level of interest among trainees. The rationale underlying microcounseling--training in specific, concrete, and digestible skills over short periods of time--is entirely consistent with the guidelines set forth by APGA for the training of paraprofessionals. Such a combination would suggest that microcounseling methods might be employed with...success in the training of support personnel in counselor education [p. 21].

Carlson, Cavins, and Dinkmeyer (1969), describe another program for training support personnel which takes one school year to complete. During this time, trainees are given "an orientation to the district and the local referral agencies as well as visits to the district's five elementary and one junior high school [p. 362]."

The first three weeks are spent in the classroom; instruction is given by counselors, a psychologist, and a social worker. Emphasis is placed on supervised practical experience, and the goal is to produce "a person capable of performing selected tasks to assist the counselor [p. 363]."

Practice situations are an important part of the training.

> The use of simulated experiences provides the participant an opportunity for practice prior to actual involvement in a real situation. For example, before the guidance assistants begin proctoring in a standardized testing situation they are shown a five-minute video-taped segment of an actual testing situation. During this video-tape they are asked to identify 10 possible factors that may be affecting the test results. Consequently, the reality of the on-going school situation is brought into the training classroom [p. 363].

Some specific activities in which guidance assistants would be involved are listed below.

Involvement in data-collection for the counselor

1. Interviews the teacher for background data on students referred.

2. Observes the child in a variety of settings.
3. Synthesizes the material found in the cumulative and health folders.
4. Interviews the child to gather current data on interests, attitudes, etc., and to verify material found in the cumulative folder.
5. Integrates the data into a summary report for the counselors' use.
6. Does follow-up on students to reassess or offer a progress report to the counselor.
7. Collects anecdotal records.

Involvement in classroom analysis

1. Administers sociometric instruments to classrooms.
2. Scores and compiles results.
3. Communicates significant results to the counselor.
4. Offers interpretation to the teacher.

Involvement as a resource person

1. Evaluates guidance materials.
2. Obtains supplementary materials for children with special needs.
3. Obtains general developmental guidance material for classroom usage.
4. Interprets guidance services to teachers through their work in the classroom.
5. Offers information pertaining to policies and procedures of the schools to new families entering the community.
6. Reviews current literature for the counselor.

Involvement in individual interviewing

1. Obtains information from students in a structured interview as background information to be used and interpreted by the counselor.
2. Offers attention to those children needing support and reinforcement as determined by the counselor.
3. Works as a tutor in connection with the learning disabilities consultant.

Involvement in a classroom setting

1. Uses structured guidance material for discussion in the classroom.
2. Engages in group discussions within the classroom setting.
3. Supervises classes to provide release time for the teacher to work more closely with the pupil personnel worker in the team approach to guidance. [If the school does not have such a consultant, the guidance assistant could work with the teacher.]

Involvement in small group discussions

1. Leads developmental group discussions with a planned format.
2. Uses material developed for discussion purposes, i.e., filmstrips, role-playing, Random House guidance material.
3. Gives information as needed regarding such areas as orientation and articulation between grade levels.
4. Acts as a recorder in groups working with the counselor.[3]

Carlson et al. conclude by saying that

> through the use of support personnel the counselor is afforded the opportunity to become a professional; he can function in a true counseling-consulting role.
>
> If guidance is to take on a vital role in personalizing the educational process, it must provide a developmental service for all students....The guidance assistant program is one solution to the challenge of meeting the expanded need for services [p. 365].

Hollis and Isaacson (1962) made some recommendations about how the counselor's time should be utilized. Three are presented here.

> The counselor's time budget should consider all aspects of an ideal guidance program, so that no part of the program is left undeveloped or neglected.
>
> Only the consideration of all possible professional activities in the school can lead to the selection of those efforts that are worthwhile....
>
> The counselor's time budget should be a guideline for general operation, not an inflexible master to which the counselor is slave.

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> The counselor should make a periodic evaluation of his time usage in relation to his budget.
>
> '...he should be concerned with the extent to which changing conditions necessitate some revision of his basic budget. New, unserved guidance needs may appear in the school, the counselor may gain increased competency, or the school administration may decide to extend guidance services and time [pp. 89-90].

A Guidance Specialist for Small Rural Schools--A Training Paradigm.

According to the recommendations made by Brobst (1970) for setting up a training program for guidance and counseling workers in small, rural schools, the first step should be to arrange a meeting of local school administrators, teachers, and counselor educators to discuss the needs of the program. Selected teachers should be chosen and given time off from classes to serve as guidance persons. Provisions for inservice training and workshops should be made. Workshops could deal with such topics as "the processes of career development, group guidance, communications, student assessment," and interviewing procedures. Supervised practice with students would be an important part of the training. The use of vocational guidance materials, including "slides, films, occupational abstracts and briefs, and data from the State Employment Service [p. 60]," would be covered.

It is recommended (Brobst, 1970) that

> institutions preparing counselors are to be encouraged to provide at least four full summer sessions to enable the teachers who are committed to guidance to work toward counselor certification. The preservice and inservice programs are to be carried on over a four-year period.
>
> The evaluations of the program by students, parents, teachers, and administrators are to be undertaken at four-month intervals during the school year.
>
> An effort is to be made to get support from local and national funds to support the inservice workshops and off-campus courses for the teacher guidance workers....

> It is proposed that the training of counselors be strengthened by making available to them more extensive knowledge about the world of work. In addition to courses in all the aspects of obtaining and using job data, internships should be available in various industries where the counselors in training could learn at first hand about jobs, the problems of the workers, and the problems of management. Such experiences would be valuable to counselors regardless of the settings in which they functioned.
>
> It is proposed that research be continued into the whole area of vocational development so that better understanding can be achieved concerning the use of appropriate materials at given levels of vocational development. If vocational development is dependent upon changes in the individual as a result of both external and internal influences, then an understanding of the effects of these influences can furnish the groundwork for a better understanding of the vocational development process and the degree to which various kinds of information can be used effectively at given stages in the process [pp. 60-61].

Brobst feels that counselors and other personnel in guidance who serve rural youth should possess certain characteristics and abilities. He lists these characteristics as follows:

1. Counselors, para-professionals, and community service workers need to have broader understandings of vocational counseling, guidance, and placement procedures than many of such workers possess currently. In addition to having a fairly extensive knowledge of the world of work, counselors should have insights into the difficulties and limitations faced by both rural and urban youth in seeking employment.

2. The counselors must spend more time visiting local businesses and industries, meeting with teachers and workers in rural areas, and interacting with all types of community resource personnel.

3. The guidance workers who serve rural youth must be knowledgeable of opportunities available in various vocational-technical schools currently developing and in operation in rural sections of the land, and understand how these programs may best serve individuals in meeting the challenges of the world of work.

4. If the counselors and other counseling personnel need to be upgraded to do the job more effectively they should be given

> (a) non-education occupational experiences through inservice on the job training and (b) exposed to further appropriate instruction in counseling skills at more advanced levels [p. 62].

Further recommendations about the training of counselors for small and rural schools include the following: "(1) experience in career exploration program development; (2) opportunity to refine consulting skills with parents, school staff, community leaders; (3) experience in utilizing various types of data and media to aid students in decision making; (4) supervised experience in more than one industrial setting; (5) opportunity to conduct and analyze community occupational and educational surveys [Brobst, 1970: p. 66]."

Thomas (1970) has indicated that a rural setting is unique in that a counselor in a rural setting is frequently called upon to provide a variety of services, which in an urban area would be performed by a school social worker. Thomas suggests, therefore, that the rural counselor's academic background be diverse and include study in the areas of anthropology and sociology.

In order for the school psychologist to establish himself, it is necessary that he actively involve himself in the community. In order to get referrals from parents and teachers, Thomas set up two programs. The first, an inservice training program for teachers, offered for college credit, sought to increase their awareness of the problems of students. The following health concepts were covered: "School Adjustment, Adjustment With Peers, Home and Family, Self-concept, School and Community, Motivational Considerations, Learning and Change, Intelligence and Intelligence Testing, School Achievement, Physical Growth and Development, Student Referral Form and

Sociometric Questions, Sociometric Data and Sociograms [p. 5]."

In addition to the training program for teachers, Family Communications Workshops were held in the evenings.

> Films and lectures were presented on such topics as Family Life, Family Behavior, Family Communication, or any topic that was requested. We also covered drug abuse and sex education. Films usually were shown as springboards to discussion groups that followed. These workshops proved to be an effective tool for breaking down prejudice and for informing parents regarding sound child rearing practices in the community. A significant increase in the number of referrals were received after the Family Communications Workshop [p. 5].

Problems which present a real challenge to the rural and small school psychologist are those of developing trust and maintaining confidentiality, especially when working with groups. It is the responsibility of the psychologist to determine what kinds of things will be beneficial to reveal to the group and to see that students do not reveal things which could later be embarrassing. More intimate information should be reserved for individual counseling sessions.

"Another area of concern is the problem of making referrals to other agencies [Thomas, 1970: p. 9]." In many rural areas such referral agencies are quite limited; therefore, in order to maximize the number of services available, Thomas suggests that the psychologist work as closely as possible with any other professionals or agencies working with students and their families in order to maintain a continuity of services.

A final observation made by Thomas is that in a small town or rural setting the counselor's personal and professional life are not easily separated. This fact offers a significant challenge to the counselor.

Procedures for Guidance of Students
in Small and Rural Schools

Kuvlesky (1970) writes that an extensive program for rural youth should be concerned with establishing the following types of structures":

1. The development of a comprehensive program aimed at total human resource development, which will integrate vocational and personal counseling, development of educational options, placement in educational and vocational programs, and job placement.
2. To develop in the long-run programs to train counselors to operate this comprehensive guidance function--people trained to utilize information on youth's ambitions, abilities and skills, labor market needs and restrictions, and job placement techniques. In the short-run present teaching staffs should be encouraged to do graduate work in counseling related areas and new teachers selected on their training and ability in student guidance.
3. To place an emphasis on education aimed at self-realization of the individual rather than on standardized, routinized processing of aggregates through school routines aimed at producing diplomas. Increase the opportunity for changing programs, provide highly personalized and individual student guidance, and structure opportunities for students to test their notions about life preferences in real situations.
4. Build more diversified programs aimed at preparing all youth for additional education after high school, including vocational training....

Obviously a good deal of carefully structured experimentation coupled with honest evaluation research will be required to find the best ways of accomplishing these ends and others that may prove more worthwhile.

You may not agree with all the suggestions I have offered, but I hope that these will at least provide a framework for thought and dialogue. I am convinced that we need changes in our modes of developing the potentials of our rural disadvantaged, and soon, if our society is not to evolve into a form of rigid stratification none of us want [pp. 18-19].

Brobst (1970) presents the following possibilities for developing and expanding programs in rural areas, which could also be applied to small schools outside the rural setting: This expansion could be done by

> (1) providing developmental programs of vocational guidance for grades K-12; (2) utilizing resources like educational television and mobile guidance units; (3) using teacher guidance personnel, para-professionals, representatives

> from industry, technical education, the federal cooperative extension service, and youth organizations to perform certain aspects of vocational counseling, advisement, and placement; (4) providing facilities in cities where supportive personnel are available who can furnish counseling services to rural youth living and working in urban settings; (5) developing a strong working relationship with the State Employment Service in order to maintain current information on job opportunities in the region [p. 66].

Activities which could be used in guidance and counseling programs for these youth include the following, as suggested by Matheny (1971).

> Interpersonal skills can be taught effectively through... small group work. The guidance counselor should create situations wherein students can try out new social skills, gain candid feedback as to the impact of their communication, and practice understanding the other fellow. Teachers should be encouraged to use the many group work activities of the elementary classroom to help students discover who they are, how they are alike and different from others, what they like and dislike, and how to get along with others.
>
> Role-playing is a useful technique in helping students develop more adequate social behaviors, especially when performed before an audience [Sarbin, 1965]. Such role-playing may be supplemented by a modification of Kelly's [1965] fixed-role therapy in which the student is assigned a set of interrelated and internally consistent social behaviors to be practiced both within the small group and within his broader world.
>
> The use of peer influence models...is also helpful in assisting students to improve their interpersonal skills. Students observing social models that demonstrate superior interpersonal skills are better able to perform these skills themselves. Other techniques useful in helping students develop more effective social behaviors are gradated exercises in assertive behaviors (Salter, 1949), removal of fears through incompatible conditioning (Wolpe, 1958), and the reading of selected novels and biographies [p. 443].

Toldson (1971) has made recommendations about what counselors can do to communicate guidance services and to achieve maximum involvement in the guidance program by all those concerned.

Teachers

1. Seek out teachers and suggest going to their rooms and present to their class educational, occupational, or personal-social information which may be relevant to current lessons or units being taught; in this way the students and teachers are both informed.
2. Whenever you receive new information from which students might benefit, make teachers aware of it. The best approach might be to introduce the subject in the teachers' lounge over coffee or around the lunch table followed by some official contact, either by letter, meeting, or person-to-person.
3. See if the librarian will permit you to set up an information area in the library. Such an area should be attractive and relevant to students so that it evokes their attention and curiosity.
4. Conduct in-service training and workshops for teachers, e.g., on mental health in the classroom, on teacher-student relationships, or understanding test scores, etc.

Students

1. Organize a students' guidance council; each room should be represented. The counselor could meet with these students to get feedback on the kind of information needed and also use these students as conveyors of the informational services to the students in their class.
2. Have a student serve as a guidance services columnist for the school newspaper.
3. Set up a counselor's bulletin board, conspicuously designed, containing pertinent information; this encourages students to see the counselor for further information.
4. Become acquainted with the student presidents of various organizations and teacher sponsors, and talk to them about information which you have that might be relevant to the goals and functions of their organizations.
5. Go to classrooms and discuss interpersonal relationships (parent-child, student-student, black-white, teacher-student, etc.) in regard to how enhancement and depreciation occur, and invite students to form groups and to visit the office for individual consultation.
6. Set up a counselor's mailbox to facilitate self-referrals and to make initial contact on the students' part less threatening.

Administrators

1. Most administrators are too busy to get involved in the routine of the counselor's day at work. They do appreciate

knowing what the counselor is doing and why. It might be appropriate to invite the principal to attend one of your group sessions with students, a diagnostic test-interpretation session, a parent conference session, etc. He may not be able to attend, but at least communication will have been established and he is then aware of your efforts to contribute to the welfare of the students.
2. Serve on curriculum planning committees to establish and maintain the proper focus on mental health in learning.

Parents

1. Get invited to PTA functions, coffee hours, block club meetings, etc., and show parents, through multimedia approaches, how their children might be benefiting from the guidance services.
2. Try to interest parents in forming groups to deal with concerns that might evolve as a result of their children's academic and social progress in the school environment.
3. Contact the editors of your local newspaper, neighborhood papers, community organizational papers, cultural newspapers, etc., to see if you can have a series of articles printed in their papers explaining the guidance services and how students are being helped by such services.
4. Periodically, develop and distribute bulletins or brochures to parents, teachers, students, administrators, and community agencies. Describe current functions and proposed services offered through the guidance program.

Community Agencies

1. The counselor should become acquainted with the directors of all local youth-affiliated agencies. Inform them of the services your program offers and encourage them to utilize the program in any way they can in order to serve youth better. A reciprocal referral source could possibly be established.

Implementing some of these approaches might eliminate the vagueness that seizes the minds of listeners when such words as guidance and counseling are heard.[4]

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Conclusion

This chapter has presented a synthesis of the literature dealing with current guidance programs and practices in small and rural schools. The literature in this area is vast and indicates a number of viable innovations and practices in counseling and guidance services. A number of excellent suggestions for training guidance specialists for small and rural schools were found in the literature. Unique procedures especially for small and rural school students were reported.

Sybouts (1970) seems to adequately summarize guidance programs and practices in small schools when he writes that projects for small schools have included "small group techniques, flexible scheduling, shared services, programmed instruction, correspondence courses, filmed courses, ETV, tele-lectures, amplified phone seminars, [utilization of] community resources, film centers, and building design...[p. 118]."

Other practices which have described and which have proven successful in working with students in small and rural schools are the utilization of "traveling educational vans...; cooperative arrangements between school systems and industry...; and supportive services such as information centers, health care centers, and counseling centers...." Also, "seminars and community discussion forums provide a means of communications between the school system, the industrial sector, and the parents in identifying job clusters, skill requirements, and realistic occupational goals [Robinson and Schmitt, 1971: p. 15]."

In the next chapter, an interesting case study and model of a rural

guidance program that grew significantly as a result of some excellent strategies on the part of the counselor is presented. The case study represents a culmination in terms of what the literature search yielded with respect to guidance programs and practices in small and rural schools.

III. RURALVILLE HIGH SCHOOL: A SMALL GUIDANCE PROGRAM THAT BEGAN TO GROW WITHOUT BECOMING BIGGER[1]

This is the case of a small rural school that after many years of operation with a stable guidance program underwent a change in personnel and operation. The description covers the period of stability and the process of change with the emergence of a new, ongoing program.

Some Impressions

Ruralville High School is located in a town of about 3,000 people in the Great Plains Area. About 400 pupils are enrolled in grades 9-12. Previous to the construction of the high school ten years ago pupils attended one-room schools or, in some cases, a small make-shift high school that included students from several districts. The idea of a consolidated school had been advanced unsuccessfully for many years. With rising costs, there was a general agreement that a new high school "would pay for itself." Students are now bussed to the school from a radius of 40 miles around Ruralville.

[1]Reprinted from Edward C. Roeber, Garry R. Walz, and Glenn E. Smith, A Strategy for Guidance, A Point of View and Its Implications (New York: The Macmillan Co., 1969), pp. 247-65. Permission to reproduce this copyrighted material has been granted by The Macmillan Co., Inc., to ERIC and organizations operating under agreements with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Further reproduction outside the ERIC system requires permission of the copyright owner.

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> It is apparent that the community has not given a high priority to education. A successful school program requires the best efforts from the school leadership to assist the community in translating their interest and support for education into an active participation in the development of the school system.

The economy of the region is almost entirely based on agriculture. When the weather is good, the region experiences a mild prosperity, but during dry years many of the farmers go into debt and foreclosures multiply rapidly. The area is classified in the state capital as "rock-ribbed Republican," having voted Republican in both state and national elections for the past thirty years. The people are predominantly of Scandinavian and Germanic background with Protestants the largest religious group.

Accreditation teams that have visited the school have commented favorably on many aspects of the school operation. Staff and student "morale" seems high, and there is an unusually effective use of available resources. The school has not, however, been able to earn North Central accreditation because of the large number of teachers on provisional certificates, the small and inadequately staffed library, and the limited course offerings. Several state department people have worked in the area and have noted that the people "...seem interested in education but not in schools or teachers."

The school staff is split into two groups, an older group of teachers who were born nearby and intend to stay, and a second and smaller group of young teachers who frequently grew up in more populous areas and are intending to leave when the "right job" comes along. Relations between the two groups were described by one of the younger teachers as "...proper, but hardly friendly or cooperative. You had your own group and you stayed with it unless

there was some compelling reason for you to work with the other group. When we were together, we had an understanding that we would avoid talking about politics and education and stay with safe topics like sports and weather."

> Variance in age and teaching experience can be an asset to a school in the development of guidance services. Frequently, however, it works to the disadvantage of the school, teachers forming cliques with little communication among them. A counselor who is sincerely interested in developing a program which draws upon all resources of a faculty is attentive to the needs of different faculty groups for recognition, involvement, consultation, and participative problem-solving.

The school curriculum has grown over the years, partly as a result of outside demands and partly because of what the available staff could and would teach. In comparison with larger schools in the state, Ruralville is on a par in offerings in English and social studies, but weak in science, math, languages, and optional courses. The home economics program is unusual in the number and newness of facilities, although enrollments have been declining. The agricultural program is also well equipped, but only a small portion of the boys are enrolled in it. When the building was constructed, a large shop was built and equipped with the latest tools. It was intended that they be able to specialize in areas such as machine shop and auto mechanics. In recent years, however, the majority of the boys have registered in the industrial arts courses rather than specializing in agriculture.

> Ruralville is a unique school in its own right, but it also has many similarities with a large number of other "Ruralvilles." It typifies a small school with limited resources that is attempting to develop a comprehensive program of guidance services. The principle of the need for the customization of a guidance program seems most applicable here. While it may be appropriate to speak of "small school guidance services," we should not be lead to think that the program for all small schools exists. An optimum program for any small school is the result of a careful customization to balance pupil and

> school needs with available resources. No two schools should or possibly can have carbon copy programs even though schools may have many similarities as schools.

Guidance at Ruralville

The first principal of the new high school had developed the guidance program. When a questionnaire requested the name of the guidance director, he listed his own name. He organized it under four areas--Individual Inventory, Group Guidance, Counseling, and Information. The central direction for the program came from a Guidance Committee appointed by the principal. Members were selected for the committee on the basis of their seniority in the school as a way of giving "...status to the committee with the other teachers." Their appointments were initially for one year, but it became the practice to think of them as the "committee" and no new members were appointed.

The chairman of the committee was the principal. He called meetings whenever there appeared to be enough business to discuss. Originally the committee had dealt with organizing the guidance program; but after having set up the program, they devoted the majority of their time to orienting new teachers to the guidance program and discussing problem students and discipline cases. "The members of the committee expressed pleasure with the assignment and noted with satisfaction that they could never...recall when we had any real disagreement on anything."

> There is a question here about the purpose or goal behind the move to establish a guidance program. Was it to meet the needs of the pupils as seen by the administrators--to provide for pupil accounting, discipline, scheduling and other matters essential to a smooth working school? It appears to be more oriented toward meeting the needs of the administrator for an efficient school than it does toward meeting the developmental needs of all pupils. The

> selection of the committee and the way it operates appears to support a problem orientation. The committee seems to exist to avoid trouble rather than aid all pupils in realizing more of their potentialities. The guidance program also has the image of a "closed-shop" direction by the chosen few for the most needy. It appears to be separate from the ongoing concerns and behaviors of all teachers. From a student's point of view, it is something that happens to you when you are in trouble! Little wonder that few students voluntarily ask for guidance.

Individual Inventory

From its inception, the committee had agreed upon the need for a "strong testing program." Members felt that by careful planning it would be possible for them to provide a testing program covering more areas and in greater depth than many schools of much greater size. When describing the guidance program to visitors, they often quoted the statement of a test representative who had assisted in organizing the program, "they did more testing than many schools three or four times their size." Basically their approach was to administer a scholastic aptitude and an achievement test each spring. In addition, other tests, such as the Differential Aptitude Test, the Kuder Interest Test and the Mooney Problem Check List, were administered during some of the years.

> Basic to any testing program are the questions: Why are tests given, and how are they to be used? Unless there are clear-cut answers to these questions, it is doubtful if testing is serving a useful purpose. In Ruralville, it appears that the school has been mesmerized by size alone; that is, the more tests they give, the better the program. In practice, a large testing program imposes enormous responsibilities upon the school for the appropriate recording, interpretation, and use of test results, particularly if large expenditures in time and money are to be justified. Little attention appears to have been given to the goals of the guidance program and how testing would assist in reaching those goals. This school might well have followed the jesting remark of a state director of guidance and establish a "test bank" similar to a soil bank where a school would be paid for each test they stopped using.

The testing was accomplished during a single bloc of time, and the entire

school staff participated in the administration and scoring of tests. The cost of the program was kept to a minimum by hand-scoring all tests and using the same tests that had been originally selected so that it was unnecessary to buy new test booklets. Test scores were reported in whatever style the test publisher provided, but IQ and percentile ranks were preferred. Typically, national norms provided by the test manual were used in scoring the tests so that "...we can compare our kids with other kids around the country." The test results were recorded in a large cumulative record folder, which was kept in the school vault located off the central campus office.

> Questions of economy seem to predominate here. Many of the procedures, such as using all staff for administration and scoring, may be a false saving if the persons are untrained and/or unwilling and consequently are error-prone. One national study found that one-third of all tests used in high schools had errors of sufficient magnitude in scoring or recording that the results were misleading. The school might well have done better to use a contract service where they are loaned the booklets and the tests are scored using high-speed data-processing equipment. This would have resulted in more faculty time to use the results and provided a better means of reporting scores (than IQ or percentile ranks). Local and state norms as well as national could have been included. Such a service provides greater flexibility, no great increase in dollar cost, and a probable real saving in actual cost (teacher time, errors, etc.). One might also ask if keeping test results in the vault encourages their use. Usually we are rewarded for keeping our assets in the vault, not for taking them out!

Each year in his beginning-of-the-year talk to the faculty, the principal encouraged teachers to use the tests. He typically mentioned that the testing program was their "brand of customized guidance" as they had developed and operated their own program, despite persisting offers of help from the State Department of Education. In talks to the PTA and the school board, the testing program was frequently cited as evidence of what

they were able to accomplish "...at small cost without outside interference by using common sense."

> Perhaps more interaction with other schools and a review of the school testing program by test consultants from a nearby college would have helped in developing their program. Desirable practices are seldom hurt by exposure to other practices and ideas.

In describing the program, both the principal and the guidance committee members emphasized several ways that testing helped the school. A major use was the measuring of performance (achievement tests) each year so that it was possible to compare pupils in each grade with the national average. When "deficiencies" were noted, special efforts were made through extra assignments to bring the pupils up to the norm. The principal sometimes used figures provided him by the test publishers to show that Ruralville students were doing better than students in the surrounding schools.

School board members were pleased with the use of the tests. A local businessman on the board frequently noted that "...if you don't know how well your product is doing, how are you ever going to improve it?" On several occasions, the board had also refused to renew the contracts of teachers whose classes were below other classes on achievement. Tests were also used in assigning students to classes. Students whose IQ's were below average were encouraged to enter one of the technical programs rather than persist with the academic program.

The tests had also proved useful in answering questions raised by parents and potential employers. When students experienced difficulties in school, the guidance committee frequently reviewed the folders of the pupils and made suggestions to the teachers. The tests were interpreted to students in group guidance sessions and also during the senior, social studies unit,

Choosing a Vocation.

> It is apparent that tests are being widely and actively used. It is doubtful, however, that the attitudes and practices associated with their use are contributing to the goals of personnel services. For example, there appears to be the fallacious view that everyone can be brought up to average, that extra assignments will make it possible for everyone to be average or better. Is the emphasis here on assisting each individual to develop his talents, or is it on making the school look good by raising the school average?
>
> Further, if tests are to be used to evaluate teacher effectiveness, how will teachers view the tests--probably as something to be feared and for which you consciously drill your students--hardly a view that will encourage the use of tests by teachers as tools to aid them in identifying developmental trends in their pupils. Nor are students likely to view tests with anything but suspicion when they learn that test results are shared with prospective employers without their (the pupils') permission. One has the impression that testing is a "closed shop" with the guidance committee limiting the participation and involvement of other faculty members. Would not everyone benefit from greater teacher participation in decisions about test uses and results?

Also included in the file were anecdotes submitted by teachers. It was suggested that any exceptional behavior on the part of the pupils be recorded. In practice, some folders have many statements in them while a large number had none. One member of the guidance committee noted that any incident of misbehavior would be reported by at least one teacher.

> The collection of anecdotes seems to focus on the identification of negative behavior incidents. While such anecdotes may serve a purpose, it would be highly desirable that they be balanced with anecdotes that focused on positive aspects and that included observations and insights as well as behaviors.
>
> The overall impression created by the Individual Inventory at Ruralville is that it was primarily organized around administrative needs. Questions about organization and the school image seem to take precedence over studying the developmental needs of all pupils. Perhaps the most serious objection

> to the Individual Inventory is that the Guidance Committee members have confused quality of testing with quality. Their belief that they have an effective program may be the largest obstacle to overcome in developing a viable and responsive appraisal program. Being convinced that they are now doing the job well retards any efforts to explore and innovate.

Counseling

In the view of the guidance committee "...every good teacher is a counselor to his students. The relationship established between the teacher and the pupil extends beyond classroom concerns and touches upon many matters important to the development of each pupil. The effective teacher is a person who can both teach his subject and assist pupils with their problems."

Operating upon this philosophy, every teacher was encouraged to "know your pupils" and use his before- and after-school time, and his group guidance homeroom sessions, to counsel with students. Teachers were advised to use "common sense, understanding, and firmness" in dealing with students. It was expected that most problems would be handled by the teacher in the classrooms, but with "difficult cases" the teacher could refer them to the principal for further action.

> Good teachers typically know their students. They emphasize teaching students rather than subject matter. They also develop working relationships with their pupils which are accepting and friendly. Students feel free to discuss with these teachers their concerns about learning in a given subject-matter area. Sometimes as well, they will discuss other concerns and problems that go beyond classroom concerns. The student-oriented teacher is able to help individual students work through their problems. This is not to say, however, that the classroom teacher either by training, situation, or inclination, is in a position to render individual assistance to all pupils who could benefit from it. It would appear that Ruralville teachers are expected to "hold the line" with students and use referrals only when it becomes too much for them. Again, the emphasis seems to be on administrative expediency rather than pupil development.

The principal had completed two courses in guidance while working on his MA in administration and frequently attended the sessions on guidance at administrators' meetings. Few teachers had formal course work in guidance, but the guidance committee had purchased several basic guidance texts, which were placed in the staff library. At least once a year, the principal provided time in one of the faculty meetings for a discussion of the guidance program. Suggestions were noted and later discussed by the guidance committee. Several suggestions had resulted in changes in the program.

> There is little evidence here that either the committee or the principal saw the need for a counselor or worked toward securing one. The teachers and principal alone cannot provide significant counseling for all pupils. Many students would avoid counseling with a teacher or principal. Many feel that it would be unsafe, that their ideas, aspirations, and values would put them in a disadvantageous position with respect to people who persistently evaluate them, that is, through teachers' marks and principal's disciplinary functions.
>
> A couselor in the true sense of the title could serve both in helping relationships to students and in assisting other staff members to understand and relate to the students. Lacking a counselor, it is doubtful if more than a few students would have the opportunity to examine their development with sufficient depth to benefit them. Nor are staff members likely to have the leadership that will assist them to extend their interpersonal skills.

Group Guidance

"Our testing program tells us what our pupils are like; in group guidance we use the information to help each pupil." Every day a 20-minute homeroom period was used for handling administrative details, such as announcements, scheduling, issuance of passes, and carrying on the group guidance plan. The group-guidance sessions were intended to focus upon areas of vital concern to pupils, such as dating in the ninth grade, and choosing a vocation in the

twelfth grade. Several group-guidance texts and supplementary materials, such as films and film strips, were used whenever teachers chose to use them. The homeroom assignment was rotated among teachers so that they all would have the opportunity to work with students in group guidance.

> The group-guidance program described here is basically an administrative approach with a few discussion sessions thrown in for window dressing. Twenty minutes hardly provides ample time to deal in any meaningful way with questions relating to interpersonal relations or vocational planning, especially when they are sandwiched in between administrative demands. If the "group guidance" sessions were planned to provide a particular learning experience within a broader plan of guidance objectives they could provide a useful, if admittedly small, contribution. In the present approach, the program is more deception than actuality.

Occupational Information

Occupational information was provided primarily through two sources, a career day and a college night. The career day was based upon the premise that pupils could be assisted in choosing occupations by having the opportunity to talk with representatives of many different occupations. The day would begin with an address by a successful businessman detailing the route to personal and financial success. This was followed by an opportunity for the pupils to visit different rooms of their choice where a representative of a particular occupation would make a short presentation and then answer questions. Typically students could cover three or four of the twenty occupations represented. The planning for the day was under the direction of the Rotary Club, which selected occupations representative of the community.

The college night was organized by the guidance committee and was designed to enable prospective college students to learn more about the programs offered

by different colleges. Usually several nearby colleges, in addition to one or two of the state universities, would be represented. Literature about each institution was distributed and an opportunity provided to ask questions of the different college representatives. Additional information was available through the library where there was a shelf of college catalogues and a kit of occupational brochures.

> The career day would likely give an historical perspective to occupations but relatively little about the future occupational world that pupils must face. There seems to be little discussion of the needs of students who are going to neither college nor vocational school. How well informed are local civic organizations about the needs of the pupils for information about different occupations? The sampling is likely to be very biased in favor of local interests rather than the needs of the pupil.
>
> And where is the guidance committee in all this planning? They should be active in determining what pre-career day activities would be helpful, how the career day could be followed up with further exploratory experiences, and how other forms of obtaining occupational information, such as the job conference, could supplement the career day.
>
> The biggest task of all, customizing the information for the individual so that he has information pertinent to his needs and interests, seems generally to have been ignored throughout the entire occupational-information area. Who is the program really for, the pupils or the adults in the community?

Overview of the Guidance Program

When asked at a PTA meeting why Ruralville did not have a counselor, the principal replied by saying that "...over the years we have developed a time-tested program. Most of the counseling in our school is done by our teachers who know the students better than any counselor would who didn't have them in class. My door is always open, and I estimate I spend fifty percent of my

time counseling with students. With refinements and changes, we are basically operating as we did when we first started. This continuity in our program and the improvements made in our day-to-day operation have given us a real advantage over many schools that have built their guidance program around the counselor. In our school, we feel guidance is too important to be left to a counselor. Of course, there would be some advantages in having a counselor, but over-all I feel a counselor would be more disruptive to our system than helpful."

> This is an interesting statement of philosophy and practice. The basic rationale advanced for the program is one of maintaining what you have rather than changing to meet the needs of new pupils in a growing society. There appears to be a distrust of what a counselor would do, as if he would upset the "smoothly operating" program now functioning. As is true throughout the whole program, the defense of the program is based upon what the principal wants rather than what the pupils need. The principal may be able to provide "band-aid" counseling to those in some desperate need, but at present there are no provisions for a program of developmental counseling. Nor has there been any serious attempt to evaluate the program to determine how the services could be improved. If guidance is as important to them as they say it is, then it is a must that they explore ways to develop the program further rather than rely upon the unsubstantiated opinion that a counselor would be "...more disruptive to our system than helpful."

The Beginnings of Change

A teacher on the school staff who was enrolled in an extension class in Guidance was required to do an evaluation of the school guidance program as one of the course requirements. In reviewing the program, he said in part, "...Perhaps the real question here is what impact the program has on pupils,

parents and teachers. It would appear that despite everything that is said, very few students really receive any personal assistance on concerns that adolescents must grapple with, such as educational vocational planning or with the normal concerns of adolescence. Those students who do receive attention typically come by it because of being in trouble. The squeaky wheel here seems to get too much attention! Unfortunately we have no real way of assessing the impact of the program as no one has ever bothered to do a follow-up study. We have just assumed everything is going fine."

This is another way of saying that the program is not geared to the developmental needs of all pupils.

In the fall of 1958, Title V-A of the National Defense Education Act made funds available to State Departments of Education for the improvement of programs for the identification and guidance of able youth. To participate in the program, it was necessary that each school meet certain conditions. One of these standards was that each participating school would have to have at least one person (other than the principal) who devoted half-time or more to counseling and had completed twelve semester hours in guidance. After some deliberation, the board decided to participate in the program and offered the position to Jim Young, a social studies teacher on the staff who already had two courses (Introduction and Testing), and asked him if he would complete the other required hours the following summer. This he agreed to do, and during the summer he completed course work in counseling process, environmental information, supervised counseling practicum, and organization and administration of guidance services. In the fall, he started school as a half-time counselor and half-time social studies teacher.

This is not an infrequent way in which guidance programs are introduced into a school. An initial strategy may be different from a later strategy. To initiate a program, it may be

> necessary to accept something less than what is desirable for a mature program. But by an apparent lack of commitment on the board's part to guidance, the counselor starts out under a double handicap--only minimum preparation, and having to carry two major responsibilities, teaching and counseling. To do well in either requires a full-time commitment, devoting only half his time to each area makes it extremely unlikely he will do well in either area.

A False Start

Jim was seen by his fellow students and staff members at summer school as an "energetic and able fellow. He's always asking questions about what to do in a particular situation." In the recommendations written about him at the end of the summer, his persistence, drive, and desire to find solutions to particular problems were frequently mentioned. His grades for his summer work were superior.

> Is Jim asking questions to further his inquiry and examination or is he looking for answers and specific solutions? The former can be productive, the latter will lead to frustration.

At the beginning of the school year, Jim presented to the Guidance Committee what he termed a "model guidance program" for Ruralville. He prefaced his remarks by saying that he had combed the literature for the best guidance procedures and believed that he had been able to design "a program which is nearly perfect for Ruralville."

> Combing the literature and studying other programs is a desirable way to identify procedures you can adopt to your own program. Presenting his results as if he now "had it" however, may cause Jim considerable grief. People may reject his ideas when in reality they are reacting to his having ignored them in developing his plan.

The committee strongly opposed his plan. "It won't work. It sounds good

but we've tried it and had to give it up as unrealistic." "If money wasn't a problem it might be worth trying, but we'd never get that kind of support."

Jim answered their criticisms with explanations of how it could be done. Sometimes he wasn't able to finish before another objection was raised. Through it all, the principal followed the discussion but said little. In the end, the committee decided to continue as they had done before and to consider Jim's proposal again, "...later in the year when we have more time to examine it."

A New Start

Jim was very despondent that evening and puzzled over the lack of acceptance for his ideas. The next morning he went to see the principal. "I know the plan I introduced was a good one and that it is feasible. But with all the resistance and antagonism I received, my approach must have been wrong. I thought you could help me see what I did wrong."

The principal nodded his head and said, "I was afraid that the committee wouldn't respond too well to your ideas. In this school we are, after all, rather closely identified with what we have been doing, and someone who suggests changing something can be seen as a threat. I have the feeling that you were proud of your ideas and felt that if you presented them that everybody else would agree that they were better than what we were operating upon. Your ideas were good, and they undoubtedly would improve our program if we adopted them. But making changes in how teachers behave is more difficult than changing a textbook or a drawing of a school building. I have a whole drawer full of ideas which would improve our school. My problem is how to get them accepted."

Jim agreed that his own enthusiasm and desire to get started had blinded him to other viewpoints or to a need to consider how best to introduce his plan. Jim commented, "I guess I thought everybody should be as excited about the ideas as I was and if they had any sense, they would do what I wanted to. Pretty naive of me."

Jim and the principal then charted a course in which Jim would continue his work in the guidance committee but emphasize his working with the committee in identifying needs and deciding upon means. Jim decided not to propose his "plan" again, but to work out ideas with the committee. In the meetings he seldom volunteered information but was usually asked for his opinion when they had a difficult problem. Each week he was asked more questions by the committee members.

> Jim seems to have rebounded well. First, he sought the advice of a man who knew the system and the power structure and could assist him in his future planning. In the process, he not only learned about strategies for change in the system, but came to develop a working relationship with the principal that could lead to more effective planning and implementing. Anyone could probably have made Jim's mistakes--the crucial point is to be able, as Jim was, to learn from them and make appropriate changes in their own behavior.

During his lunch hour, he visited other teachers in the school and talked with them about their students. Frequently their conversations centered around how the test results could be used in working with particular students.

> Jim is developing a broad base of support by providing assistance where it is needed.

As a result of these contacts, he found himself working more with teachers and trying to assist them in developing more meaningful learning experiences for their pupils. In a short while, he found that there were more teachers wanting to talk with him than he had time for.

He also found that much of his nonteaching time was devoted to assisting pupils in making decisions. Frequently, they involved a small decision, such as when to schedule a class, but he always used the occasion to review with the pupil his long-range goals and plans. Many students, as a result of this experience, had several interviews with him when they worked out a set of short- and long-range goals. Often they decided on a plan that would enable them to continue exploring and to review their plans. In actual numbers, however, Jim found he was working with only a small minority of the students.

> This is a good building strategy. Jim is using the occasion of an immediate need to help the pupil meet that need and also examine his orientation towards the future.

A Critical Incident

At the monthly PTA meeting, a parent during the question period asked Jim why it was that a few youngsters seemed to be getting all the counselor's time. Jim explained that he worked with those who needed him most. The parent countered by asking how he knew who needed him if he only worked with a few people. None of Jim's further answers seemed to placate the parent or other parents who supported the parent's view. One parent caustically asked, "Do you have to be in trouble to get help?"

> The parent has a real point when he asks Jim how he knows who "needs" him most when he only works with a few youngsters. The basic question is how can he best use his skills to assist all pupils to further their development.

The next day the principal asked Jim how he felt about the parent's question. Jim replied that he felt he didn't have a good answer, that the parent had a real point. The principal agreed and confessed that it had been a perennial problem. The principal asked Jim if he wouldn't give it some thought

and see if he couldn't make some recommendations for improvement.

During the next several weeks, he consulted frequently with the principal about available time, schedules, and possible ideas. Many suggestions were discussed and rejected. When it seemed that they would not be able to develop anything, Jim made suggestions for a continuing series of faculty case conferences. He had learned that they frequently had extra snow days at the end of the year. It would be possible to use these days to discuss pupils. The faculty in small groups could study all pupils. They could begin with the freshmen and review them each year. The plan would be to assess the potentialities of each student and design a school plan for each student.

> An encouraging beginning! Rather than adopting a time-worn procedure they analyzed their situations to see how a persisting problem could be met in a new and more satisfactory manner.

The Wheels Begin to Turn

The principal was immediately interested in the plan and presented it to members of the Guidance Committee. There were some comments about the "huge order" it entailed, but they expressed enthusiasm over the opportunity it provided in getting the whole staff to see how they could aid in the development of individuals. Jim expected the principal to ask him to present the idea at the next faculty meeting. The principal, however, introduced the idea by saying, "I've been working with the Guidance Committee, and we've developed an idea that we would like you to respond to."

The faculty response was enthusiastic! Several mentioned they had wanted to do this but were confused when they went to the files. Many people nodded their heads in agreement when one teacher commented that Jim had been very

helpful to her in working with individual pupils, and she hoped this plan would make it possible to do that with many more. The faculty jester drew a loud laugh when he observed that this was the first time he had ever been asked to meet on anything important during school time.

The response of the PTA and the School Board was guardedly favorable. A few parents mentioned that they thought that it would be helpful for the parents to be present as they could both learn and contribute something to the conferences.

> The principal assumed the leadership role here and indirectly made it easier for Jim. Jim's dissapointment at not being the frontrunner is a sign of immaturity, which if it persisted could reduce his effectiveness in encouraging change and innovation. Implementation in the present situation is a task that the principal can perform with less resistance and more success than Jim.

The principal asked Jim to be the chairman of a committee to plan the conferences. Jim made several suggestions on committee member selection (interest and preparation rather than seniority) and operation (deal with policies and goals, rather than details). These suggestions were all acceptable.

> This is an appropriate function for Jim to perform. He can be instrumental in shaping policy.

Several conferences were held, and the favorable responses grew with each conference.

During each of the conferences, questions were raised regarding the testing program, the usefulness of the group guidance classes, and how information was provided. As the needs of individual students were discussed, a consensus emerged regarding the need for more definitive and more comprehensive personal data. A majority of the staff members recommended a follow-up study to assess

the school experience on different pupils. Many staff members and parents asked for an overall review of the program.

> There is evidence here that the guidance program is beginning to have some impact on the total school program. Questions are being asked regarding the effect of school experiences upon the development of individual pupils.

Becoming a Part of the Change Structure

Jim was asked to serve on the Guidance Committee to review and make recommendations regarding the guidance program. At his suggestion, he was made a resource member rather than the chairman, a position that was handled by a mathematics teacher with an active interest in curriculum development.

> He is learning where he can make his most effective contribution.

Among other things, the committee sought to find ways to develop more of a personal development posture for home economics, to provide greater flexibility for the group guidance classes, and to offer more opportunities to more pupils to consider and develop educational-vocational plans.

A report was submitted by the committee to the principal. He publicly praised some of the ideas, ignored others. He had raised no objection to a board-initiated motion to extend Jim's summer employment to include the week after school was finished and one week before school starts. It was stated that this time might allow him to "...more effectively review the year's activities and prepare for the incoming pupils." It was further recommended that Jim teach only one course for the coming year.

> Progress is being made! There is an apparent effort to inquire as to cause-effect relationships rather than to find panaceas.

In his report to the board, Jim summarized the year's activities with the

following comment: "We have made much progress during the year in identifying what we want and need to do. Our progress in realizing those goals, however, has been frustratingly slow; we may have too much participation and not enough direction. If we can develop a sequence of introducing new procedures and checking them out through follow-up studies, we will have provided for a continuous renewal and development.

> There is a touch of both hope and frustration in this end-of-the-year review. It is important to realize that program development takes time, there is no "instant" program development. Frustration with the progress being made can evoke renewed efforts, or disappointments, and a reluctance to continue further actions. Hopefully, it would motivate action based on sound decision-making processes, that is, those procedures that ensure acceptance and constructive action.

Program Overview

In reviewing Jim's experiences and the development of the program at Ruralville High School, several ideas warrant further explication. First, this was history illustrating how improvements in a guidance program are likely to be measured in small units rather than sweeping and pervasive changes. A counselor who is expecting "instant" success and to change a program overnight is unrealistic in his goals and likely to adopt strategies for change that are presumptuous and slated to increase staff resistance to any change at all. In this case, it was to Jim's credit that he adjusted his aim from instant overhaul to planned change with broad staff participation. His concern for means is likely to underwrite program developments that will win the support and participation of the school faculty and result in more

pervasive changes than a short range shock troop approach.

Second, much in Jim's experiences indicates that misfires and unsuccessful attempts at improvements can be a commonplace experience for a new counselor. Except in textbooks counselors rarely find that everything goes as planned. The first year in particular is a trying and often perplexing time for a counselor as he copes with questions relating to both the most desirable guidance procedures, and the most effective means of adoption. The reader may feel that Jim brought trouble by some of his immature and unthoughtful behavior. Be that as it may, it was Jim's capacity to persist in his desire for change while refining his strategy through experience that portends meaningful and lasting change. Every counselor, new or old, should accept that he will make mistakes.

Third, it may seem to the reader that there is a lack of closure regarding the guidance program at Ruralville High School. Expecting a blueprint of a program for a small school, a reader may feel the authors failed to give him the complete case history. This lack of closure was intentional. The authors' strategy was an effort to highlight the assumption that program development has no closure and that, when closure is reached by any program, it signals a decline in effectiveness, a sterility in guidance activities, and an incongruency between program and the social needs that created the program. To spell out a theoretical closure for a complete guidance program would only communicate to the reader a lack of adaptability and a lack of sensitivity inherent in the program.

Each effective guidance program is in a state of becoming something more closely attuned to the needs of individual pupils in a complex and changing society. Pupils change and so do their environments; thus guidance program

development operates best when its goals, procedures, and evaluative processes are under constant scrutiny--and when they are amenable to meaningful evolutionary processes.

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